

# Pinewood Elementary

SCHOOL PLAN FOR STUDENT SUCCESS: 2022/23

*Actions toward our district directions*



This framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

**“The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all”.**

*Skeh Huhooont’i hodul’eh ti.*

***Our Vision***

- ✚ All students are prepared for each step of their life’s journey with the skills, knowledge, options, and choices to be successful.

***Our Mission***

- ✚ Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

***Our Values***

- ✚ Community: We engage all members of our learning community through open and respectful relationships
- ✚ Transparency: We are open honest and accountable for the decisions we make
- ✚ Integrity: We are ethical, fair and follow through on our commitments
- ✚ Respect: We demonstrate kindness and care for ourselves, others and the environment
- ✚ Inclusion: We ensure all students contribute and participate in all aspects of school life
- ✚ Equity: We create systems where every student has opportunities and supports to be successful

***We embed the First Peoples Principles of Learning***

- ✚ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- ✚ Learning involves recognizing the consequences of one’s actions.
- ✚ Learning involves generational roles and responsibilities.
- ✚ Learning recognizes the role of indigenous knowledge.
- ✚ Learning is embedded in memory, history and story.
- ✚ Learning involves patience and time.
- ✚ Learning requires exploration of one’s identity.
- ✚ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

## About Pinewood

Pinewood Elementary School (SD57) is nestled in a residential community with walking access to over 16 km of nature trails. Along with our students, staff and families, we often have bear and moose visiting our school grounds. We are grateful to be living, working and playing on the unceded ancestral lands of the Lheidli T'enneh First Nations.

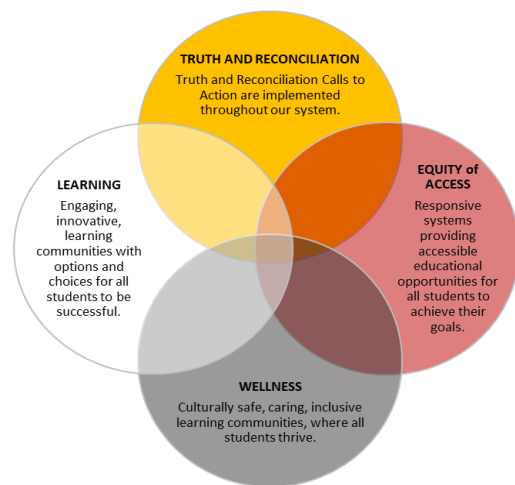
We have 24 hardworking staff who provide learning opportunities for 158 students from Kindergarten to Grade 7. Pinewood has an extremely dedicated Parent Advisory Council who support our students and teachers in a variety of ways such as; hot lunches, fundraising, and the purchasing of supplies and resources to further enrich our students experiences at school.

Our School Plan which follows on the next pages, highlights our goals over the next year as we work towards excellence in education. The plan is aligned with the four directions of the district strategic plan;

- ✚ Truth & Reconciliation
- ✚ Learning
- ✚ Equity
- ✚ Wellness

Specific to each direction are four sub categories;

- ✚ Student Learning Strategies
- ✚ Adult Learning Strategies
- ✚ Structural and Systems Changes
- ✚ Measures of Success




## School Planning Engagement Process

Our engagement process will include our students, families and staff. We will also work with our District Communications officer to develop an engagement plan that is accessible and meaningful.

Strategies for Increasing Engagement;

- ✚ Work with the District Communications Officer on an engagement strategy
- ✚ Review the ways we engage with our school community
- ✚ Regularly update Parent Advisory Council (PAC) on School Plan for Student Success (SPSS)
  - Bring updates to PAC following staff meeting reviews (every 3 months)
- ✚ SPSS emailed out to families
- ✚ Form created and emailed to families to provide feedback
- ✚ SPSS to be posted on website

 **Truth & Reconciliation:** Truth and Reconciliation Calls to Action are implemented throughout our system.

**Call to Action: #63 Education for Reconciliation**

**Advisory Report: #32: That each school principal be required to report on how indigenous education, reconciliation, and anti-racism work is being advanced in their schools, with examples of progress towards measurable outcomes.**

### **Student Learning Strategies:**

- ♦ Continue building student knowledge of Indigenous people's history in Canada and the history and legacy of residential schools by hosting cultural events, increasing opportunities for hands on learning & learning on the land, inviting local Indigenous guest speakers and elders to share their knowledge, perspectives and experiences
- ♦ Ensure we are incorporating the teaching and learning of Truth & Reconciliation into daily lessons, activities, unit plans and yearly plans (collaborate with our Indigenous Education worker)
- ♦ Increase and/or embed place-based learning (land-based learning) in regular instruction
- ♦ Ensure instruction is associated with local First Nations while also increasing focus to include additional First Nations
- ♦ Learn age-appropriate information about the Calls to Action, residential schools, and Indigenous ways of knowing through the First Peoples Principles of Learning
- ♦ Formal conversations/connection of activities and learning being done at school and the direct connection to "Acts of Reconciliation" (i.e. land acknowledgement) – at monthly assemblies

### **Adult Learning Strategies:**

- ♦ Professional development focused on and led by indigenous members of our community
  - Dustin Louie
  - Decolonizing the classroom – a deeper understanding
  - Understanding cultural protocol & avoid cultural appropriation
  - Understanding bias and how it affects teaching
  - Calls to Action
  - Trauma Informed Practice
- ♦ Increase Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages

### **System/Structure Change Strategies:**

- ♦ Review the physical space to ensure it is inviting to all students, families, visitors and staff
  - Additional signage
  - Change school identity to reflect local community
- ♦ Review the physical space to ensure it authentically and meaningfully provides evidence of the traditional land on which we reside.
- ♦ Review learning resources to ensure they reflect the diversity of culture, experiences, perspectives, and contributions of Aboriginal Peoples within British Columbia/ Canadian society.
  - Support from the Indigenous Education Department/District Learning Commons to do this
- ♦ Talking circles – ensure done respectfully and appropriately, do with a direct connection to learning the what, where, when and why of talking circles
- ♦ Formal review of SPSS 3X/year
- ♦ Add section in school plan where progress to date can be recorded
- ♦ Review the Student Learning Survey prior to administering
  - Consider additional questions – 1 question connected to each of the 4 directions

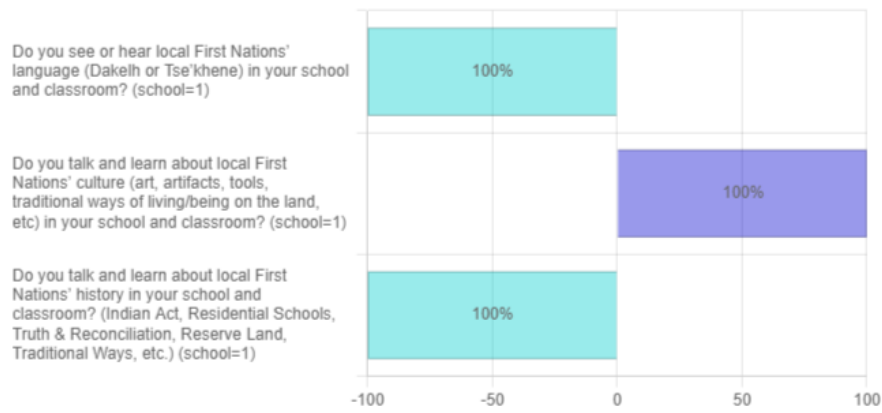
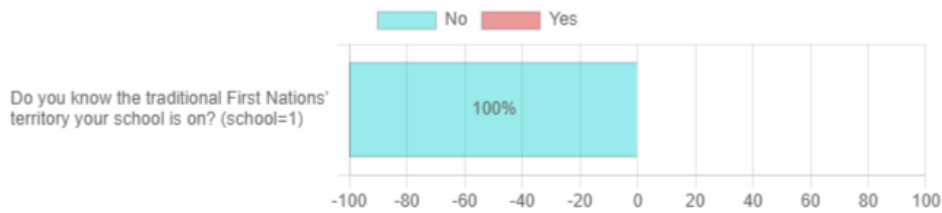
- Review with students – to support best knowledge and understanding of questions

### **Success Measures:**

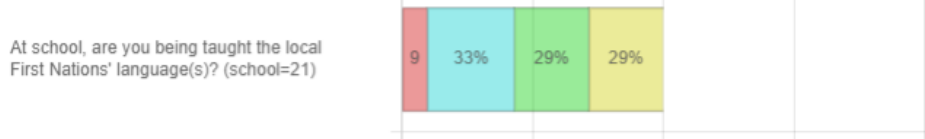
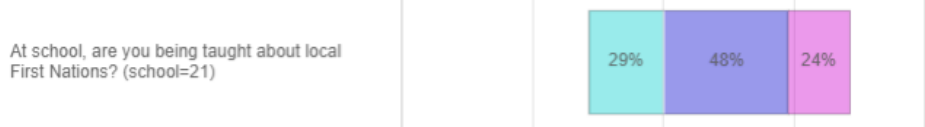
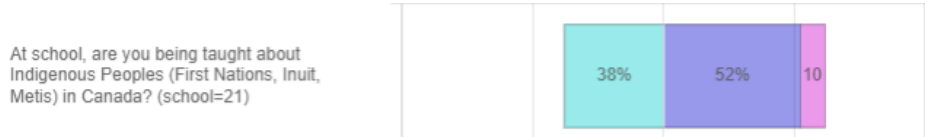
- ✚ To measure our success, we will use the following strategies;
  - ◆ Success measures will include all learners (all students, all grades, all adults)
  - ◆ Review attendance data
  - ◆ Triangulation - Observations, Conversations, Products (Sandra Herbst)
    - pictures, videos, physical pieces that show learning / progress
  - ◆ Collect data about the number of events and guest that come to our building, number of participants/audience members etc.
  - ◆ Specific questions from the Student Learning Survey with the intent to increase 10%/year

# Success Measures: Truth and Reconciliation

## Student Learning Survey – Grade 4’s



## Student Learning Survey – Grade 7’s







## Observations:

There is more to this picture than you can see. This is a picture of...

Eight of our twelve students that have learned to say the Land Acknowledgement in Dakelh. Dakelh is the language of the local Lheidli T'enneh First Nation. Our students take turns saying the acknowledgment each morning on the announcements as well as to start assemblies and welcome special guests.

### Please notice that:

The students are smiling and very proud of learning the Land Acknowledgement and having the courage to say it out loud over the PA system each morning. Please notice the young man on the far left of the picture. He was the first student to ask to do the acknowledgement. After he began doing it, it created a ripple effect and now we have more and more students wanting to learn it as well. Our students are learning that they play an active role in Truth and Reconciliation.



There is more to this picture than you can see. This is a picture of...

Pinewood students performing at the Indigenous Music Concert & Claymation Premier – Skeh Nekhuna Hodhidul'eh (Teaching Children Our Ways). We were the successful recipients of an Art Start Grant which allowed us to work with Candice 2X/week for 10 weeks.

### Please notice that:

The learning that took place during this time is one example of the work we are doing towards Truth & Reconciliation. Students learned the truth about song, dance and language being taken away from Indigenous Peoples. They also learned that when we engage in this type of learning, we are helping to reconcile the past. We are building relationships of mutual respect between indigenous and non-indigenous people.

**Learning:** Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

**Advisory Report #31:** That each school be required to complete an annual report on student learning, with a focus on Indigenous student learning. These reports will become part of the public district level report completed annually.

### **Student Learning Strategies:**

- ♦ Increase opportunities for hands on, project based, and land based learning
- ♦ Increase time spent on teaching & learning life skills
- ♦ Use the “Response to Intervention” model to support student needs (i.e. small group & one on one)
- ♦ Increase focus on literacy skills
- ♦ Support students to become reflective learners and to understand where they are at with their learning and where they need/want to go – help them understand their role (self-reflection/evaluation, goal setting)

### **Adult Learning Strategies:**

- ♦ Professional development focused on;
  - Literacy
  - Numeracy
  - BC Curriculum
  - Autism
  - Land based learning
  - Decolonizing the curriculum
  - Hands on learning
  - Robotics/3D Printing
  - Reflective Practitioner – identify areas of strength & growth
- ♦ Focus on data dialogue to move from data as information to data that informs actions.

### **System/Structure Change Strategies:**

- ♦ Increase opportunity for staff to collaborate
  - Within building
  - Across grades (district)
  - PLC time
- ♦ More opportunity for small group work
- ♦ More inquiry, project based and land-based learning opportunities
- ♦ More learning outside of the school, increased connection with people within our community
- ♦ Create a data-driven cycle of interventions in literacy and numeracy
- ♦ Create a system of data collection
- ♦ Release time for assessment and data collection
- ♦ Review the Indigenous Education Department’s website and create a Pinewood “menu” of suggested activities, resources, lessons around people, place and land.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Recognition Awards –
  - Academics

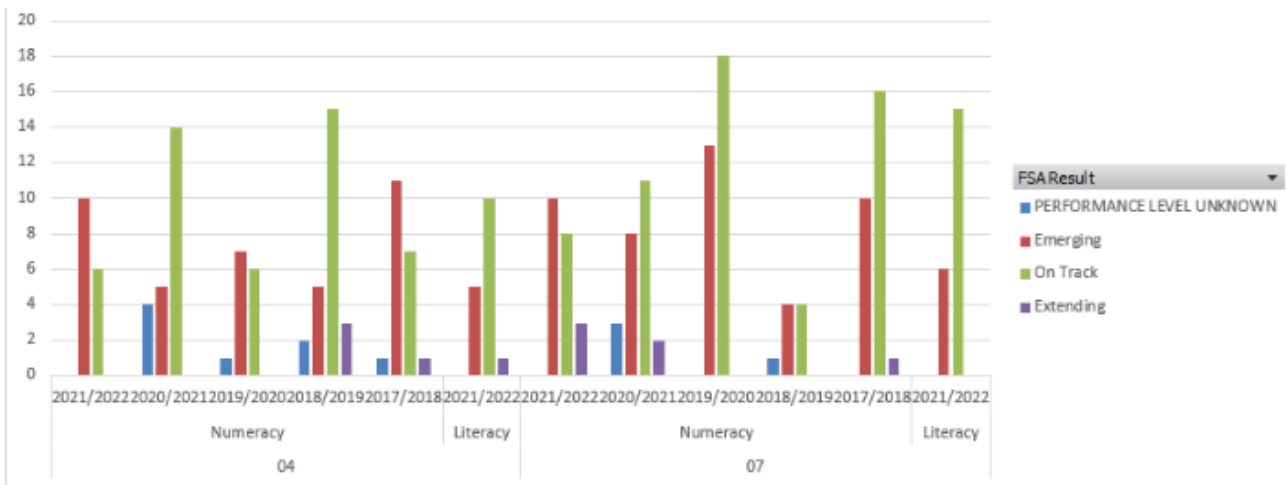


- Sports
- Fine Arts
- Attendance
- Work Ethic
- Improvement
- Acts of Reconciliation

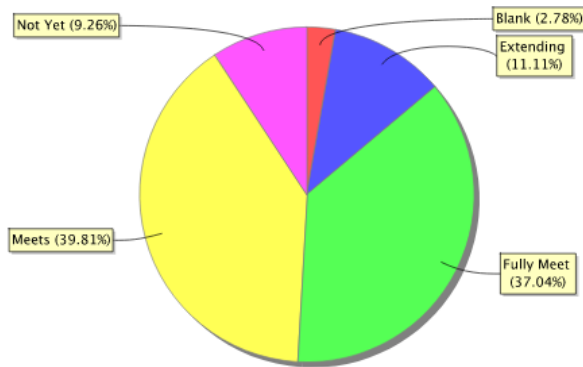
### **Success Measures:**

- ✚ To measure our success, we will use the following strategies;
  - ◆ Review SNAP, BAS and Writing Snapshot 2-3 times/year
    - BAS – consider how to support those who struggle verbally to share their understanding
  - ◆ Triangulation – observations, conversations & products (Sandra Herbst)
  - ◆ Review of the Foundation Skills Assessment (Grades 4 & 7)
  - ◆ Review data to show “growth” along with levels
  - ◆ Student Learning Survey – add question that reflects student’s knowledge/awareness of being a reflective learner

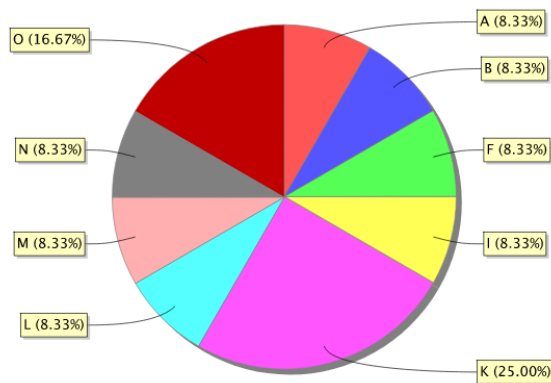
## Success Measures: Learning



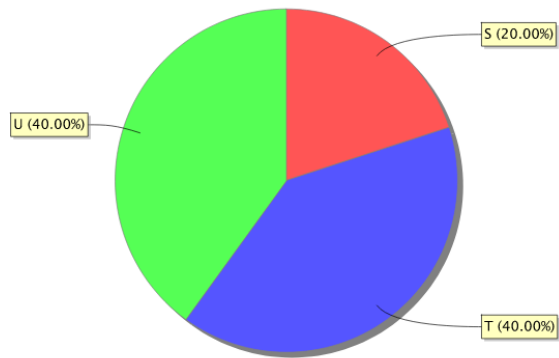
## Writing Snapshot: Whole School



## Grade 3: BAS Independent Levels



## Grade 6: BAS Independent Levels



**Equity of Access:** Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

**Advisory Report #18:** That all indigenous students are monitored and tracked to ensure timely and effective support.

### Student Learning Strategies:

- ♦ Allow students to “show what they know” in a variety of ways
- ♦ Differentiate to allow all learners to access learning
- ♦ Highlight individuals around the world who have succeed with diverse abilities/disabilities and/or overcome difficult life experiences
- ♦ Explain what “equity” is to students and help them learn how to advocate for themselves
- ♦ Practicing kindness, respect and empathy, lend a helping hand when others are in need – non-judgmental
- ♦ Participate in activities and discussions that encourage inclusivity, understanding diverse abilities amongst peers
- ♦ Build understanding that “equal doesn’t mean equitable”

### Adult Learning Strategies:

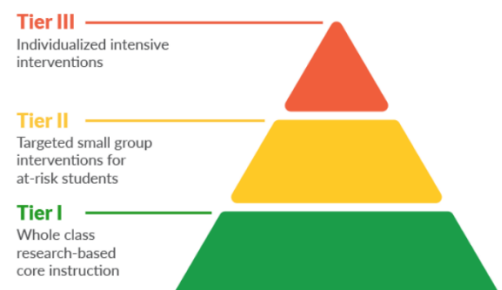
- ♦ Develop a definition for equity – what is equity, how do we know if we are being equitable?
- ♦ Familiarize and stay up to date on IEP (Individual Education Plan) goals
- ♦ Participate in professional learning opportunities
- ♦ Reach out to families more
- ♦ Continue to create a culture of respect, safety, inclusive practices – trauma informed practice
- ♦ Reflect on our ability to recognize diverse learning needs and meet individual needs as much as possible

### System/Structure Change Strategies:

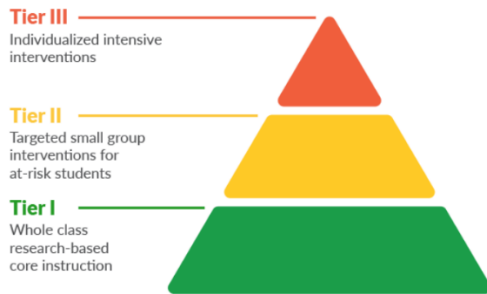
- ♦ Professional development focused on;
  - differentiation and cross-curricular learning
- ♦ Release time for collaboration
- ♦ A place/space where parents and students could come in to start the morning and have a cup of coffee etc. – access supports and services (build relationships) – soft start
- ♦ Develop a system for tracking student progress (i.e. RTI Triangle reviewed 3X/year)
- ♦ Regularly scheduled support staff meetings with a focus on reviewing student supports (RTI Triangle)
- ♦ Develop a system of class reviews to gather information about the needs of all the learners in the school
- ♦ Ensure support is available for designated and undesignated students

### Success Measures

- ♦ To measure our success, we will use the following strategies;
  - ♦ Triangulation – observations, conversations & products (Sandra Herbst)
  - ♦ Special focus on using the RTI Triangle as a framework for support review
    - Academic Interventions & Behavioral Interventions




## Success Measures: Equity



Each year a class review is done (ideally 2x/year) to identify the level of support students require. The RTI triangle (Response to Intervention) is used to facilitate this discussion and determine the level of supports each student requires. This process is also used to specifically review the needs of our students who are on our Special Education Count and have Individual Education Plans. Supports are then put in place to best meet student needs.

Following a class review, students may receive additional support in a variety of ways. Education Assistant time, Youth Care Worker time, Counselling, small group support, individual support, English Language Learner support or Learning Assistance support. This process is also used to determine if the supports required are academic or behavioural.

 **Wellness:** Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

We believe that in order for students to learn, they need culturally safe, caring, and inclusive learning communities. As our world moves through a pandemic, now more than ever we need to emphasize the support for mental health, physical health and overall well-being of our students, staff and families. We are committed to finding new and innovative ways to connect with our families and support the mental health and wellness of our students, staff and families.

**Advisory Report #18:** That all indigenous students are monitored and tracked to ensure timely and effective support.

### **Student Learning Strategies:**

- ♦ Increase “check-ins”
- ♦ Increase friendship groups / afterschool clubs (arts & sports)
- ♦ Increase teaching of social skills
- ♦ Teach students about learning in different ways and environments
- ♦ Continue with Mental Health Literacy
- ♦ Create an active Leadership Group
- ♦ Review the spaces and places for socialization and building connections
- ♦ Build connections to numerous adults in the building

### **Adult Learning Strategies:**

- ♦ Be mindful of workload
- ♦ Increased awareness of staff needs and expectations
- ♦ Enhanced wellness activities
- ♦ Professional development opportunities and additional resources focused on;
  - Wellness Sessions
  - Mental Health
  - Trauma Informed Practices/Compassionate Schools
  - Social Emotional Learning
  - Suicide Prevention
  - Identification of mental health concerns

### **System/Structure Change Strategies:**

- ♦ Continue work towards providing a sense of belonging for all students through various strategies.
  - Diversity audit of resources, Afterschool Art and Sport Programming, etc.
- ♦ Environmental changes to classrooms – consider desks (stand up/sit down), layout, space
- ♦ Regular school wide opportunities connected to wellness for everyone – creating community
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives
- ♦ Develop ways to collect student voice and feedback to guide our plan
- ♦ Develop spaces for connection and socialization that are inviting to all students, families, visitors and staff
- ♦ Increase counselling time

## Success Measures:

- ✚ To measure our success, we will use the following strategies;
  - ◆ Triangulation – observations, conversations and products
  - ◆ The Student Learning Survey Learning (Gr. 4 & Gr. 7 & Staff)
    - Additional questions will be created to address the four directions specifically
  - ◆ Attendance data will be collected
  - ◆ Counselling services will be reviewed to identify areas of need
  - ◆ Data gathered from staff about what they are using to teach wellness/social emotional learning

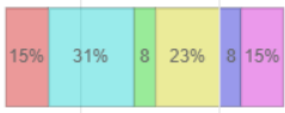


# Success Measures: Wellness

## Student Learning Survey – Grade 4's

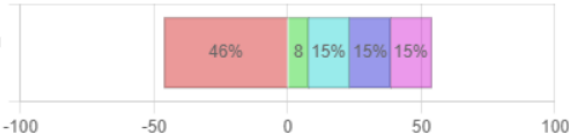
Never
  Almost Never
  Sometimes
  Most of the Time
  All of the Time
  Don't know

Is school a place where you feel like you belong? (school=13)



None
  1 adult
  2 adults
  3 adults
  4 or more adults
  Don't know

How many adults do you think care about you at your school? (school=13)



Never
  1 to 2 times a week
  3 to 4 times a week
  5 to 6 times a week
  Every day

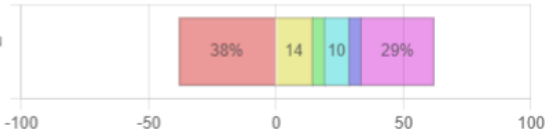
How many times a week do you wake up tired? (school=1)



## Student Learning Survey – Grade 7's

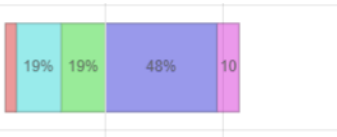
None
  1 adult
  2 adults
  3 adults
  4 or more adults
  Don't know

How many adults do you think care about you at your school? (school=21)



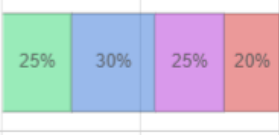
Never
  Almost Never
  Sometimes
  Most of the Time
  All of the Time
  Don't know

Do you feel welcome at your school? (school=21)



Never
  1 to 2 times a week
  3 to 4 times a week
  5 to 6 times a week
  Every day

How often do you usually get a good night's sleep? (school=20)





## WELLNESS

- WHAT DO YOU DO AT SCHOOL THAT YOU ENJOY THE MOST? WHAT MAKES YOU FEEL GOOD? BRAINSTORM/SHARE OUT
- **WHAT ELSE DO YOU THINK WE COULD DO AT SCHOOL TO MAKE EVERYONE FEEL GOOD?**
  - SCHOOL WIDE PJAMA AND MOVIE DAY IN THE GYM
  - RECESS AT THE END OF THE DAY
  - ADD A SNACK TO THE EXTRA RECES
  - TAKE OUR LEARNING OUTSIDE
  - MATH ALL DAY :)
  - HAVING MORE STUFF TO DO OUTSIDE
  - MAKING NEW FRIENDS
  - BE KIND TO EVERYONE
  - HELP MORE PEOPLE
  - MORE SPORTS – TO COMPETE AGAINST OTHER SCHOOLS
  - OPPORTUNITIES TO DO THINGS WITH MORE CLASSES


## CONVERSATIONS


Conversations took place at our Primary and Intermediate assemblies. This slide shows the feedback from the students about what we can do to improve “wellness” at Pinewood.

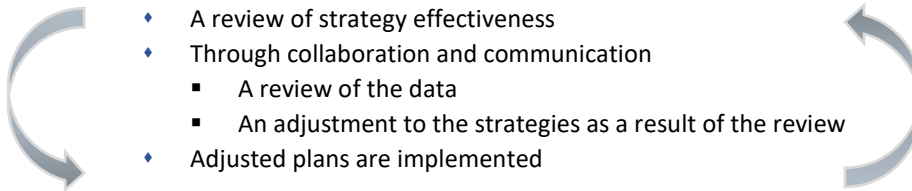
We are beginning to put these items in place starting with a school wide special event day in October combining students and giving them the opportunity to “make new friends”.

A school wide movie day and “more stuff to do outside” in also being organized.

## Summary

 Our School Plan will be a regular agenda item at our monthly staff meetings. We will also review our progress every three months. An overall review of our school plan will be done on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our annual review we will adjust our strategies to support our goals toward the District Directions.

 The continuous improvement cycle will ensure:



For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](#)
- School District 57 Framework for Enhanced Student Learning Report
- [Framework to Enhance Student Learning- BC Ministry of Education](#)