

Pineridge School Plan

2016-17

Mission: Combining potentials for lifelong learning.

This year, our staff has been examining our school values and beliefs. The values of respect, empathy, growth and humour lead the way and guide our interactions with students as we support them in their learning. We believe in supporting both social-emotional and academic development in our students. We want to see personal growth for each of our students. Teachers have worked with their classes developing their unique set of classroom beliefs, and this information has been taken into account for our school-wide beliefs. We will be making some revisions to these beliefs; to create more focused, concise and kid-friendly language. Our current school beliefs are:

At Pineridge School we believe:

- Our school is safe and caring
- We respect ourselves and each other
- We are calm, alert, and ready to learn
- When we are positive, we have fun!

(Please see appendices at the end of this document for the more detailed explanation.)



Terry Fox Run

Context:

Pineridge Elementary School is a Kindergarten to grade 5 school situated in Ts'msyen territory and currently approximately 64% of the approximately 193 students are of Aboriginal ancestry. There are a variety of Aboriginal groups in our student body including: Ts'msyen, Haida, Haisla, Nisga'a, and Gitxsan. Our students and families are diverse in terms of culture and what is important to them, and our school embraces diversity and promotes inclusion. We try to provide many opportunities for hands-on learning, such as STEM (Science Technology Engineering and Math) projects, and Outdoor Classroom time, where many classes take advantage of the beautiful natural surroundings, including Moresby Pond.

The building is a one level school (no stairs) located on the west side of the school district and we are able to accommodate students with mobility challenges. There is a Strong Start Centre, as well as before and after school daycare located at Pineridge. We have an accessible playground that our PAC and School District 52 worked very hard at to fundraise for.

Goal(s):

#1 Every student at Pineridge Elementary will improve their literacy skills and develop further joy in reading.

Objectives:

- 1) Every student improves in their reading scores by one or more grade levels.
- 2) Every student who is not yet reading at grade level receives appropriate intervention to improve their reading scores by one or more grade level.

#2 Students will develop characteristics of resiliency i.e. creativity, flexibility, effective decision-making, ability to solve problems, ability to work collaboratively with others.

Structures and Strategies :

Goal #1:

- **School-Wide Literacy blocks** where classroom teachers work with non-enrolling teachers (Learning Services Teachers and LIF Teacher) to provide instruction and practice at students' literacy level.
- **Extra phonological practice (RAISE)** for students struggling in this area
- Some priority measures funding time was used for **extra literacy support** for struggling students
- **Extra practice and support** provided in focused areas for students i.e.: vocabulary, fluency and/or comprehension (within classrooms)

- Further developing our **library**, so that it is a vibrant and exciting place where students can continue developing their love for books and learning
- Literacy activities embedded in experiential learning i.e. STEM projects, outdoor learning
- **Buddy reading, visiting authors**

Goal #2:

- **Class review process** where members of the school team, including the teacher and principal meet to look at the strengths and challenges of our classes both as a whole and as individuals
- Many classes have **older/younger buddies** and they work together to build relationships, as well as develop both social/emotional and academic skills.



Younger students sharing projects with older students

- **ADST**: embracing the Applied Design, Skills and Technologies curriculum. These activities foster collaboration, creativity, planning and problem-solving, as well as a sense of pride in accomplishment while providing access for all students (ie: Creazon instruments, STEAM POPs session, Cardboard Challenge)

Cardboard Challenge!



- **STEM (Science, Technology, Engineering and Math) projects** happening in many classrooms. (ADST)
- **Outdoor Education:** many of our classes are going outside on a regular basis, often to Moresby Pond, and sometimes for a walk in the playground or neighbourhood. This is the Outdoor Classroom where students are involved in a number of activities. They may be learning about the outdoors, learning Math, Science, gathering inspiration for art, reading and writing, as well as other open-ended activities. The learning is endless! Through these experiences outside, students are being provided opportunities to communicate, problem-solve, make decisions and build relationships and connections to peers and adults

Exploring Moresby Pond in the Winter



- **Social/Emotional Learning and Strategies:** doing kind acts for others, Fill Your Bucket, Kelso's Choices, WITS (Walk away, Ignore, Talk it Out, Seek help), etc.
- **Drumming:** this was a great opportunity for **all** of our students to feel pride and confidence.

Drumming at the monthly assembly



- **Role Models from the Aboriginal Education Department** came to our classrooms and built connections with students, as well as helped them learn about topics such as Residential Schools and Local Art.

Plans for Staff Development :

- Many staff have participated in **district professional development** and implementation opportunities such as: Carole Fullerton (math) and Shelley Moore (inclusion).
- **Our staff meetings and Implementation Day** have addressed the topics of: reading, inclusion, New Curriculum (i.e. assessment, reporting, Applied Design, Skills and Technology, Core Competencies) and our values and beliefs.
- **Lunchtime Book Club:** many teachers participated in the monthly book club on the outdoor education book: *Moving the Classroom Outdoors* by Broda.
- **Weekly Collaboration opportunity** (one hour) for teachers to meet: this time has been well-used this year and topics have included literacy and math centers, outdoor learning projects, developing student self-assessments for the Core Competencies (social responsibility).
- **Outdoor Inquiry Project:** 5 classroom teachers participating in an Outdoor Inquiry Project that involves a facilitator from BCTF and teachers from other schools in the district. This project initiated a lot of energy and excitement for both teachers and students.

Community Involvement:

- PALS and POPS sessions
- Volunteer members of Rupert Rampage reading with students
- Role models coming in to the classrooms to share their knowledge and expertise
- PAC sponsored *Love to Read Week* in February, including a fund-raiser going towards a new primary book bin, Book Swap, incentives for students who are reading and pajama day/read-a-thon
- Scholastic book fair where every child received a book donated by the PAC
- PAC monetary support to purchase a primary book bin, yoga mats, and I-pad cases
- PAC discussion and feedback of the *Framework for Enhancing Students Learning Document*
- PAC grant application to the Port for improving our playground
- Student/family participation encouraged for supporting McKay Park: promotes pro-social behaviour and a number of our students were excited to show up for the Global News skype with colourful signs.



POPs Reading Session



PAC Book Swap

Communication to Parents:

- PAC meetings: includes discussion and consult on important SD issues/documents such as the *Framework for Enhancing Student Learning Document*.
- Website, PAC Facebook page
- Student-led interviews
- Parents are encouraged to volunteer or attend special events through newsletters, special invitations, synervoice or phone calls.

Evidence:

- Benchmarks Reading assessment
- Conversations with students, photos, anecdotal observations, student writing, student self-assessments

Inquiry Questions:

Examples of the Outdoor Education Questions:

- How will exploring nature change behavior and engagement inside and outside the classroom?
- Will students be more engaged with indoor or outdoor learning experiences?

Reflection and Summary:

We continue to look at how to best support our students in reading. Over the last couple of years, there is definitely growth in many of our students. Some are showing more than a year's growth in one year, which is very encouraging. Others continue to struggle and we will strive to better meet the needs of all our students in this area, particularly those who seem to need something "different" to enable their progress. For some students, they show their most significant growth in grade 3-5, perhaps indicating that some just need more time. We are seeing positive results, though, in students' attitudes towards reading. Many love to read!



Love To Read Week Read-a-thon and Pajama Day

Through the STEM projects, Outdoor Learning and Older/Younger Buddies, our students are developing resiliency in some ways. Some teachers are noticing that students are better able to problem solve when faced with open-ended activities. Positive relationships are being built through buddy and collaborative activities. It was wonderful to see how these kinds of activities provide a greater opportunity for **all** students to engage in the curriculum and feel successful. Although there were many positive outcomes towards our resiliency goal this year, this is an

area we will continue to work on. We want to help our students be confident, happy, independent thinkers who persevere. The student self-assessments indicate that particularly our older students need to develop more confidence in asking questions and working through “tricky” situations.

Next Steps:

- Use our class review process (identifying strengths and challenges) more effectively to help plan for our classes
- Continue to reflect and revise to best meet the varied needs of our students in terms of reading support, including finding more ways to increase the amount of time students read every day and ensuring those who are struggling have the appropriate support
- Further develop our outdoor learning; some suggestions have been to create outdoor play spaces and/or gardens
- Look at ways to use technology such as the I-pads more effectively to support student learning
- Continue to use hands-on activities that promote student engagement and resiliency

Things to Celebrate

Two School Successes:

1. **Learning in Outdoor Classrooms:** Most students are loving being outside! They are very engaged in their learning, developing positive relationships with peers, learning to be creative and imaginative, as well as appreciating and respecting nature. They don't want to miss their outside classroom days!
2. **Applied Design, Skills and Technologies Curriculum: Cardboard Challenge/Steam POPS session:** These 2 school wide activities that connect to the ADST (Applied Design Skills and Technologies) were very successful in terms of student engagement, problem-solving, collaboration and creativity. It was thrilling to see the determination, ability to problem-solve and create with cardboard that students showed. They couldn't wait to share their projects and see what others had done!

The STEAM (Science Technology Engineering Arts Math) POPS session was highly successful with our greatest number of parents attending and very positive feedback from the parents and students. “The best POPs session yet!”, “love to see the kids figure

things out”, “fun and exciting!”. It was great to see parents engaged with their children, having tons of fun building tall towers, catapults, card towers, etc.

STEAM POPS (Parents of Primary Students) Session



Important School Initiatives: Outdoor Education, yoga, project-based learning including POPS STEAM session, STEM projects, and Cardboard Challenge.



Plank Station at the STEAM POPS session

Appendix A

Benchmark Reading Data for School Improvement Plan

Pineridge Elementary School 2016-2017

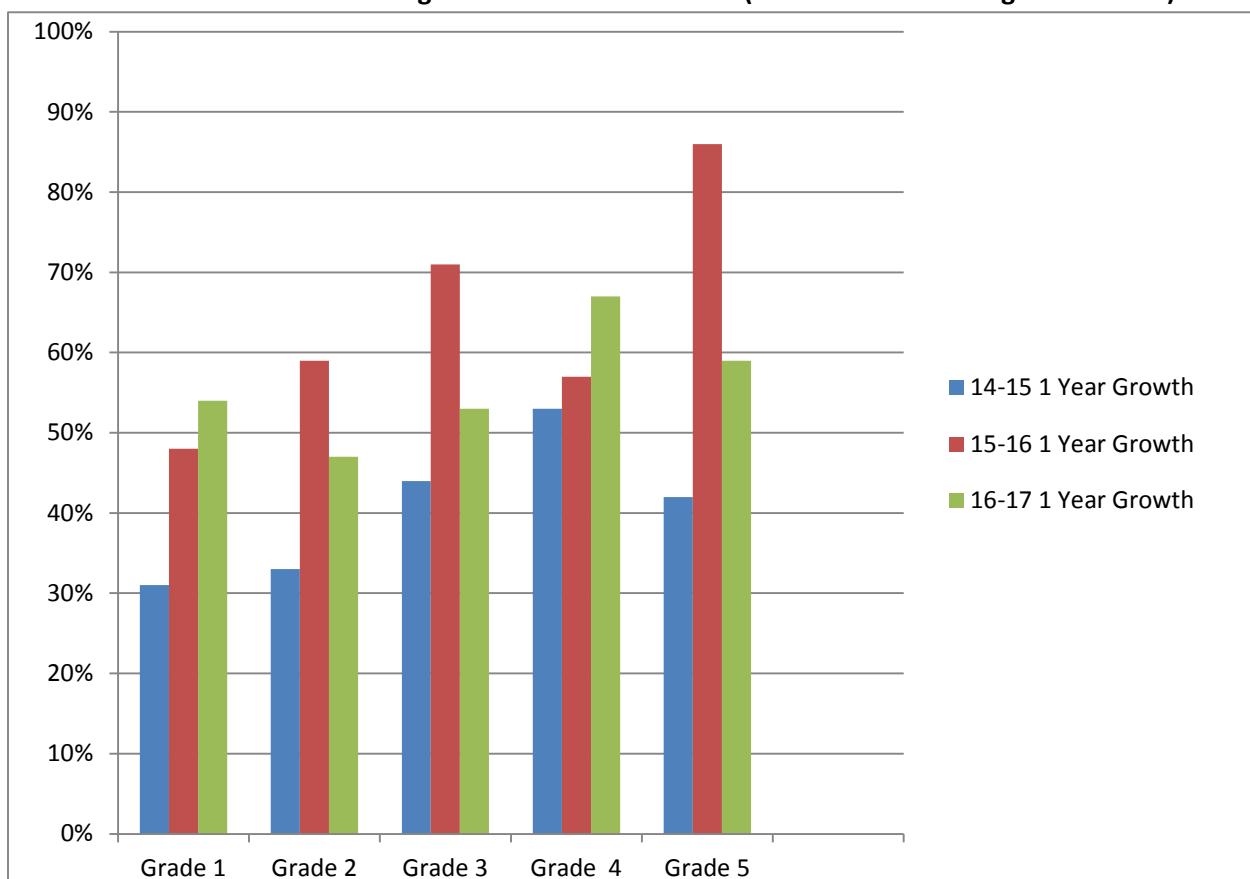
The literacy focussed goal in our school improvement plan is growth oriented. We look at the reading abilities of students in the fall and compare those to the results in June. We are aiming for students to achieve one year of reading growth in one year (10 months of instruction). This is our third year of running literacy blocks and having regular assessments of reading (three times per year) and guiding instruction by the assessment. We have included data from the past 2 years as well.

The final number in each column shows the percent of students that have made at least one year of growth in their reading skills, according to the Benchmarks assessment.

Number/Percentage of Students Showing at Least One Year's Growth in Reading (Benchmarks Assessment)

2014-2015	2015-2016	2016-17
Grade 1s: 11/35; 31%	15/31; 48%	15/28; 54%
Grade 2s: 13/39; 33%	20/34; 59%	16/34; 47%
Grade 3s: 17/32; 44%	28/39; 71%	18/34; 53%
Grade 4s: 16/30; 53%	17/30; 57%	24/36; 67%
Grade 5s: 12/28; 42%	25/29; 86%	20/34; 59%

Number of Students Making at Least 1 Year's Growth (Benchmark's Reading Assessment)



**Number/Percentage of Students Meeting/Approaching Grade Level
(Benchmarks Assessment)**

We also looked at reading results at the end of the year to determine how many students are reading at grade level and how many are almost reading at grade level:

2015-16

Fully Meeting/Exceeding	Approaching plus Fully Meeting
Grade 1s: 7/31; 23%	16/31; 52%
Grade 2s: 13/34; 38%	20/34; 59%
Grade 3s: 17/39; 44%	27/39; 69%
Grade 4s: 12/30; 40%	20/30; 67%
Grade 5s: 18/29; 62%	24/29; 83%

2016-17

Fully Meeting/Exceeding	Approaching plus Fully Meeting
Grade 1s: 10/28; 35%	16/28; 57%
Grade 2s: 9/34; 26%	18/34; 53%
Grade 3s: 13/34; 38%	14/34; 41%
Grade 4s: 9/36; 27%	26/36; 72%
Grade 5s: 7/34; 21%	16/34; 47%

Appendix B

Goal #2 Data: Student Self Assessments

This year, students with teacher support, completed self-assessments in one area of the Core Competencies. Pineridge focused on social responsibility. Different grade levels completed assessments appropriate to their age. The competencies that seemed particularly pertinent to our resiliency school goal have been tallied below. This is a sampling of information from some of the classes.

Early Primary (Gr. K-1)

	Most of the Time	Sometimes	Rarely/Never
I am a good friend	35	3	0

Early Primary (Gr. 1-2)

	Most of the Time/Always	Sometimes	Rarely/Never
I use my WITS	21	11	2
I help others	25	9	0

Late Primary (Gr. 2-3)

	Most of the Time/Always	Sometimes	Rarely/Never
I ask questions	12	6	4
I don't give up	19	0	3

Intermediate (Gr.4-5)

	Most of the Time/Always	Sometimes	Rarely/Never
I ask questions	3	9	8
I don't give up	7	11	4

Appendix C

School Beliefs



At Pineridge School we believe:

Our school is safe and caring

We respect others' belongings

We respect others' personal space

We include all kids and we don't tolerate bullying

We follow the school rules

We invite someone to play

We respect ourselves and each other

We are nice to each other

We show kindness to each other

We follow the school rules

We are good listeners

We play fair

We are calm, alert, and ready to learn

We work hard to be in the green zone

We take turns

We try our best

We use self-regulation strategies

When we are positive, we have fun!

We are generous to others

We use only positive talk

We are honest

We help people

We compliment people

We have fun!

