

SD52 Vision: A Community of Learners

SCHOOL DISTRICT 52 SCHOOL PLAN TO STRENGTHEN LEARNING

SD52 Mission:

Ensure each student successfully completes their educational program with a sense of hope, purpose and control.

Aboriginal Education Mission:

Our partnership is a shared responsibility dedicated to creating a community which values, respects and appreciates Aboriginal languages, cultures, histories, knowledge, skills and people as integral to the education system and life-long learning process.

Name of School: Pineridge Elementary

Mission Statement: Combining potentials for lifelong learning

Our school has taken input from students and staff and we have developed a set of beliefs that guide our learning and our interactions with each other. Teachers have worked with their classes to develop a unique set of classroom beliefs, and that information has been taken into account in our school beliefs.

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!

*A visit from the Vancouver Aquarium Aquavan
September 2015*



Context:

Pineridge Elementary School is situated in Ts'msyen territory and currently approximately 60% of the approximately 210 students are Aboriginal. There are a variety of Aboriginal groups in our student body including: Ts'msyen, Haida, Haisla, Nisga'a, and Gitksan. We have students registered in our school in grades K – 5. Our students and families are diverse in terms of culture and what is important to them, and our school embraces diversity and promotes inclusion.

Pineridge School was built in 1981, and our school is now 35 years old. 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. We have an accessible playground that our PAC and School District 52 worked very hard at to fundraise for.

Academic Successes – Pineridge School has a history of competing in additional academic challenges. We have participated in the Popsicle Stick Bridge Building Competition hosted by the Northern Branch of the Association of Professional Engineers and Geoscientists of BC and in 2016 one of our teams placed second in their grade category. We held our third annual heritage fair in which all students from grade 4 and 5 participate, and we also had students participate for the third year in the regional heritage fair at North Pacific Cannery. One of our projects won the stellar award and will go to the Provincial Heritage Fair in the summer, and we have another project participating in the Provincial Fair Summer 2016. This is the third year in a row that one or more of our projects has participated in the Provincial Fair.

Social and Emotional Learning – we began two initiatives at Pineridge School in the 2015-2016 year. One is the school wide focus on kindness and doing things for others and the second is the Buddy Stem project between two classes: Ms. Moore and Ms. Larson.

Students from Ms. Moore and Ms. Larson's class work with each other on open ended STEM projects to create supportive relationships.



Students in Ms. Russell' class make cupcakes for Cupcake Day, an act of kindness to raise funds for refugees from Syria.



<p>Goal:</p> <p>Every student at Pineridge Elementary will improve their literacy skills and develop further joy in reading.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 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.
<p>Connections to District Achievement Contract:</p> <p>Improving literacy is a big component of SD 52s achievement contract, and we have selected literacy as our major focus this year to align with the achievement contract.</p> <p>Our teachers are engaged and curious about how to improve student performance, and every teacher has participated in one or more of the district sponsored learning opportunities with Faye Brownlie, Fiona Morrison, and Carole Fullerton.</p> <p>We are continuing our book club this year and have focused on literacy and are beginning a new focus on resiliency. We are studying two books this year: <i>Catching Readers Before They Fall</i> and <i>Promoting Resilience in the Classroom: A Guide to Developing Pupils' Emotional and Cognitive Skills</i>. We meet every two weeks to read and discuss the content of the book and talk and learn about practices in our classroom that are making a difference for struggling readers.</p> <p>We are continuing school wide literacy support blocks this year following the data we derived from school wide Benchmark assessments</p>	<p>Connections to Aboriginal Education Partnership Agreement:</p> <p>We have connection with our Aboriginal programs including PALS and POPS and we also have an inquiry project with an Aboriginal focus:</p> <ol style="list-style-type: none"> 1) Inquiry project for the Aboriginal Enhancement School Network: If we teach and promote the use of pro-social behaviours and if we engage students in furthering their cultural identity awareness, will we see an increase in resiliency among our students? 2) Use of the Aboriginal Role Model program in a variety of classes and PALS. 3) Marlene Clifton has provided drumming lessons for all students from January to March 2016.



conducted in the fall and spring of the 2014-2015 school year. Teams review how students are doing three times per year and re-group as needed.

We have begun providing collaboration time to teachers once a week. Teachers sign up with the principal/VP and either the principal or the vice-principal takes groups of students in the gym while the teachers and principal/VP meet. Collaboration time this year has been used to support: The Literacy NOII project, the Resiliency NOII project, and teachers teaching the same grade have met to plan together and look at new curriculum.

Evidence-Based Rationale

Data derived from school and provincial sources indicate that the number of learners meeting or exceeding in reading in all grades needs improvement. Student Benchmark scores show that many of our students are not meeting expectations in the area of reading. We decided to look at the area of literacy to see if focused attention to student needs and learning in this area would increase student achievement.

Teachers have made observations on students and have concerns about the resiliency of some of our students. Students appeared to be easily distressed over little things, and a difficulty to 'bounce back' from minor setbacks. We noticed emotional breakdowns over incidences that we would not usually expect to see at their grade level. In our older students, we saw some risky behaviour. We wondered about engaging in pro-social behaviour as a means to address some of the risky behaviour in the older students and the emotional behaviour in our younger students.

- 4) Aboriginal Education has provided workshops at staff meetings including sharing resources and the Blanket Exercise.
- 5) Collaboration with Aboriginal Education Department Helping Teachers and role models for resources/support with the Heritage Fair, PALS, POPS, Pineridge Aboriginal Day and the new curriculum.

Assessment tools and processes to assess progress on goals and objectives

Literacy:

- Fountas and Pinnell Benchmarks
- Reading Performance Standards
- Teacher reports
- Foundation Skills Assessments in Reading (grade 4 only)

Resiliency:

- Pupils' perception of Teacher Checklist
- A Framework for Assessing Pupils' Behaviour in the Classroom
- Teacher's observations and anecdotal reports
- Student comments in journals and class discussions



	<p><i>Grade 4 and 5 students that engage in pro-social activities such as setting up the gym for special events and being older buddies for PALS, POPS, and the Friendship Mission.</i></p>
<p>Instructional strategies to be implemented to impact goal, worded as an action research question that relate to your goal.</p> <p><i>If we continue school-wide literacy blocks and support teacher collaboration and learning through our book club and collaboration time, will we see improvement in our students' reading skills?</i></p> <ul style="list-style-type: none"> a) Support professional learning through book clubs – Catching Readers Before they Fall b) Guided Reading/Literacy blocks supporting all classes c) RAISE for students who need it d) Use of Strong Nations Readers books and resource guide for Literacy Blocks e) High interest books f) Class review process with district staff and school to better understand and support the strengths, needs, and interests of the students g) Additional support of literacy through LIF teacher h) Using response to intervention to: <ul style="list-style-type: none"> 1) Identify students not yet reading at grade level 2) Provide appropriate interventions and supports i) Use technology that supports literacy development and provides universal access/design <ul style="list-style-type: none"> • Literacy focused applications on ipads • Razkids • Tumble Books • Smart boards 	<p>Structures to be implemented to impact goal (s), which may be worded as an action research question that relate to your goal.</p> <ul style="list-style-type: none"> • Continuing with school wide literacy blocks – this is our second year • Catching Readers Before they Fall and Promoting Resilience book club – teachers meet every two weeks, conversations about reading and our students' progress, trying out strategies • Kindergarten/grade 1 teachers involved in Young Readers and Writers district inquiry project • Providing collaboration time for NOII literacy project with grade 3/4 teacher and K/1 teacher and LST/VP • Hosting F Morrison workshops by two of our teachers and teacher participation in the workshops • Assessment through use of the Benchmarks and Reading Performance Standards • Co-planning of intervention and supports for students who are struggling through the class review process in the fall
<p>Plans for staff development and collaborative work that relate to your goal:</p>	<p>Parental and community involvement strategies that relate to your goal.</p>

<p>Literacy:</p> <ul style="list-style-type: none"> • Connection to the Daily 5 through attendance at Fiona Morrison workshops • Book study at the school Catching Readers Before They Fall (finished in fall 2015) • Participation in the Networks of Inquiry and Innovation • Discussing reading at staff meetings, sharing what teachers are doing that is working • Regular meetings to discuss literacy blocks – student progress and ways to continue to support/plan the groups 	<p>We have parental connection through our PAC</p> <p>We also have parental connection through our PALS and POPS sessions</p> <p>Parents are involved with the School Improvement Plan – they provide us with feedback at PAC meetings about issues and concerns.</p> <p>Principal report at the monthly PAC meetings</p> <p>Volunteer members of Rupert Rampage to come and read with students</p> <p>Love to Read week Feb 10 – 13, and school wide Read-a-thon, school wide read in the gym on Feb 11th.</p> <p>Scholastic book fair where every child received a book donated by the PAC</p> <p>PAC monetary support of school and classroom libraries</p>
<p>Communication Strategies (students, staff, community)</p> <ul style="list-style-type: none"> • PAC meetings • Newsletters • School Assemblies – large focus on receiving awards for kindness • Staff meetings • Consultations with individual students, teachers, and family members • Class review meetings • Website • Synervoice messages 	<p>Monitoring Dates Plan</p> <ul style="list-style-type: none"> • Check in with data collected in the fall – re-assess in spring • Check data from both of our inquiries during collaboration time meetings • Discussions during bi-weekly book club meetings
<p>Summary</p> <p>This is our second year of the reading goal, and our first year of a goal focused on resiliency. We have made maintained important practices such as school wide</p>	<p>Where to next</p> <p>Continue the work and learning around improving reading for struggling readers.</p> <p>We have more Benchmark data this year to see</p>

<p>Literacy Blocks, School Wide Read events, Class Review meetings, discussions during staff meetings, teacher book clubs, and NOII inquiry projects that focus on improving reading for struggling readers and improving resiliency. We added this year collaboration time for teachers to increase opportunities to work on inquiry projects</p> <p>Early data examination tells us that reading improves in more of our students when they reach the intermediate grades. However, there is still need for improvement. We also see a need for improved reading abilities in the primary grades and we will continue to maintain the focus on improving reading scores for all of our students in our school improvement plan for the 2016 – 2017 school year.</p>	<p>how students are doing at each grade level.</p> <p>Continue the conversation with our staff around the needs of our students. Use the spiral of inquiry model with our SIP even further next year and begin the year with SCANNING and looking at what is going on for our learners.</p> <p>Continue to learn about our students through the class review process</p> <p>Celebrate the strengths and the successes of our students and staff!</p> <p>Continue to use and expand the use of reading programs that have proven to be effective in improving reading levels of students in the primary grades such as literacy blocks, Daily Five and the locally developed RAISE program.</p>
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2. DATA

See attached pages:

Appendix A – Reading data obtained from Benchmarks assessments

Appendix B – NOII/AESN Literacy Inquiry Project Summary

Appendix C – NOII/AESN Resiliency Inquiry Project Summary

3. Names of SIP Members

Members of our SIP team:

Christine Franes, school principal

Debra Fabbi, vice-principal and Learning Services teacher

Shauna Moore, classroom teacher

Steve Einarson, teacher librarian and LIF teacher

Denise Eshom, parent

Jessica Brown, parent

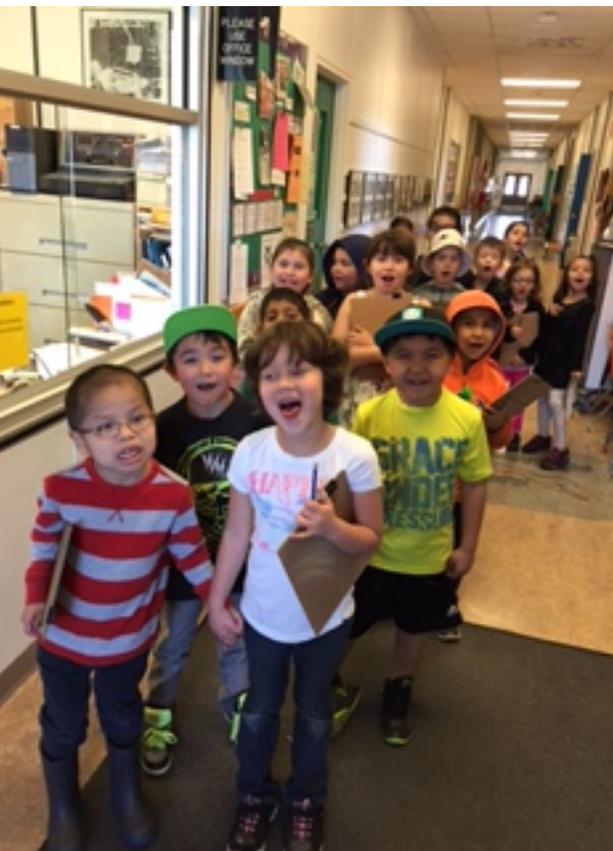
4. Two School Successes

- 1) The continuance of school wide literacy blocks.

- 2) The continuation of involvement in the Heritage Fair, continued Pineridge Heritage Fair, and the continued success of our students in the Heritage Fair. Three years in a row we have had projects qualify for the provincial heritage fair.
- 3)** The development of the focus on kindness and resiliency in the school.

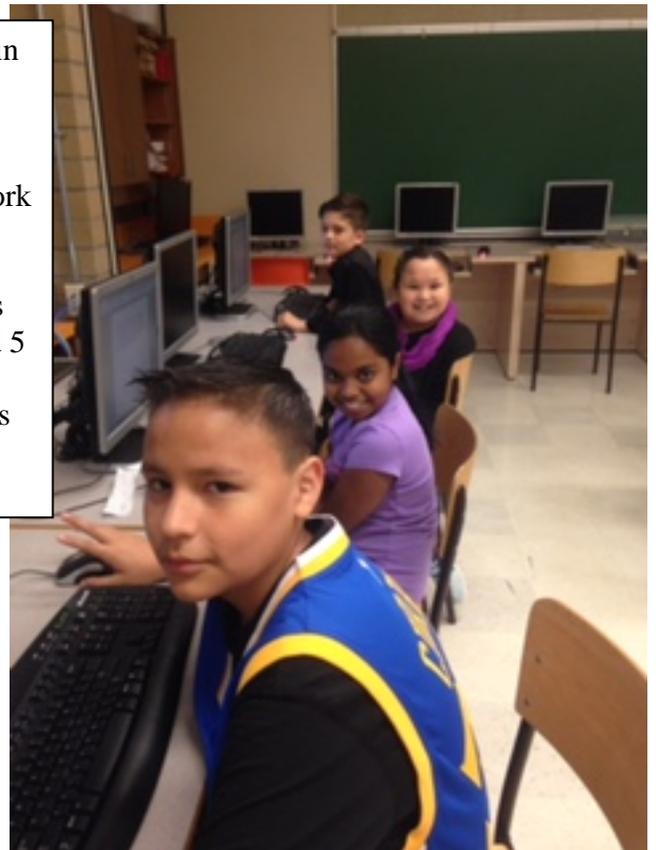
5. Three Important School Initiatives

1. The focus on literacy:
 - a. We continued to use school wide literacy blocks this year to provide accurate assessments and interventions for struggling readers and to enhance reading instruction for all readers.
 - b. The focus on assessment and play based literacy centres in our NOII/AESN inquiry.
2. The use of the class review process to learn about our students and classes. This helps us to focus on the strengths of our students and can support the scanning component of the spiral of inquiry when we look at 'What is going on for our learners?'
3. Continued development and focus of social and emotional learning through our school wide focus on Kindness
 - a. Student acknowledgement program: staff contributes positive stories about students doing kind acts to each other, staff members, or taking care of our school. These are read every day and included in the monthly newsletter.
 - b. Teacher learning group/book club that meets every two-three weeks has focused on developing resiliency through pro-social acts.
 - c. Teacher inquiry and combining classrooms to work on the resiliency/Friendship Mission.



Left: Students in a grade 1 and 2 class going outside to do some survey work in partners

Right: Students in a grade 4 and 5 class support a student who was struggling on a project



Appendix A

Benchmark Reading Data for School Improvement Plan Pineridge Elementary School 2015-2016

The main 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 second 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 our first and second year of literacy blocks. The final number in each column shows the percent of students that have made at least one year of growth in their reading skills.

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



Reader's Theatre in a grade 4 and 5 class; creating habitat dioramas in a grade 3 and 4 class.

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:

Fully Meeting

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%

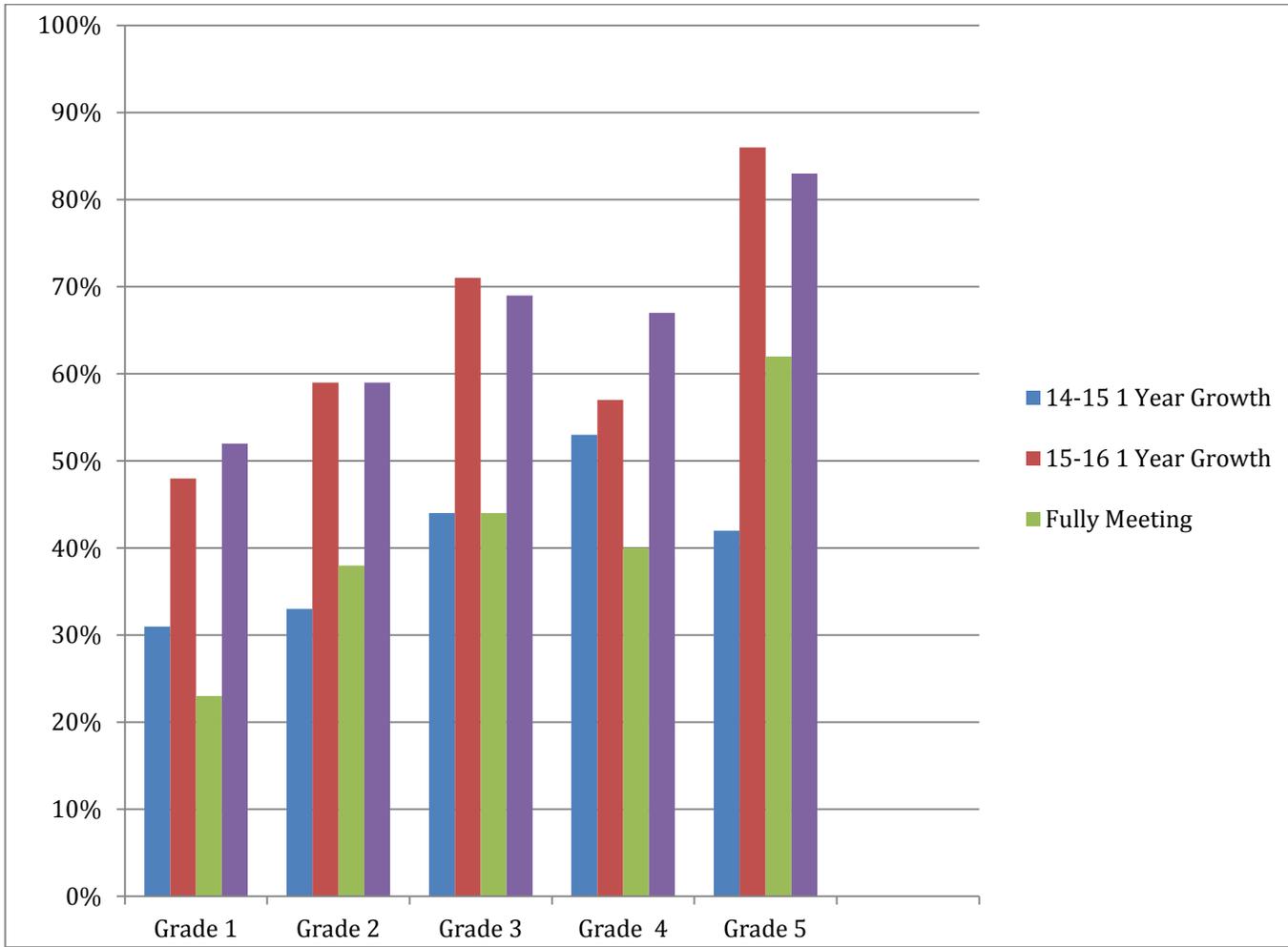


Pineridge
School's 3rd
Annual
Heritage
Fair



POPS
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**Pineridge Reading Data: Fully Meeting and Progress in Reading 2015 – 2016
School Year**



Our Kindergarten/Grade 1 class and their contribution to Cupcake Day

