

# Pineridge School Plan 2022-23

**Mission:** Combining potentials for lifelong learning.

This year, our staff has continued to work hard to enhance the literacy development of our students, as well as continuing to build a positive school climate where students feel comfortable and connected to the adults that work with them. The values of respect, empathy, growth and humour continue to 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, as well as help them to develop a growth mindset.

Our school beliefs are:

## Pineridge School Beliefs

- We keep our school safe and caring
- We respect ourselves, each other and the environment
- We take responsibility for our learning
- Learning is fun, active and engaging!

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



From these beliefs, we have developed the motto: (Safe, Understanding, Persistent, Engaged and Respectful).

**Context:**

Pineridge Elementary School is a small school of 7 classrooms with approx. 130 students from Kindergarten to grade 5. Our school is situated in Ts'msyen territory and currently approximately 68% of our students are of Indigenous ancestry. There are a variety of Indigenous groups in our student body including: Ts'msyen, Haida, Haisla, Nisga'a, and Gitxan. Our students and families are diverse in terms of culture and what is important to them, and our school embraces diversity and promotes inclusion, while acknowledging the beautiful territory that we live on. We have a number of ESL students, including students from Ukraine. It is important that students have opportunities to learn about local Indigenous culture, as well as to share and celebrate who they are. 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, we have an accessible playground that our PAC and School District 52 worked very hard to fundraise for. There is also Before and After School Care that share the space with our Strong Start Centre. This is a new addition to our school this year.

Our goals reflect the School District's goals from the Strategic Plan.

**Goal(s):**

**#1 Literacy:** Every student at Pineridge Elementary will improve their literacy skills (reading and writing), as well as develop further joy in reading.

**Objectives:**

- 1) Every student improves in their reading 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.
- 3) Every student shows improvement in their writing and makes at least one year's growth.  
(new)

## #2 Resiliency:

- 1) Students will develop the **CORE Competency** skills of creativity, flexibility, effective decision-making, ability to solve problems and the ability to work collaboratively with others (communication).
- 2) **Mental Health:** Students will be provided the opportunity to develop skills to persevere through difficult times, ability to self-regulate, have positive connections to adults and feel they belong to the school community.
- 3) **Equity:** We will ensure that learning is equitable for all students. Each child is respected and celebrated for who they are. Each child is provided the supports needed in order for them to move forward. We provide support for our Indigenous students, students in care and students with diverse abilities and disabilities.

## #3 Numeracy (new goal)

- 1) Students will improve in their math skills by making at least one year's growth. (performance standard)
- 2) Students will understand that math is not just numbers. They will begin to recognize math in authentic, real life experiences. They will further develop their understanding of financial literacy, including the concepts of earning, spending and saving.

### Structures and Strategies: (What we did this year)

#### Goal #1: Literacy

- **School-Wide Literacy blocks:** classroom teachers work with our Learning Services Teachers, to provide instruction and practice at students' literacy level, including early literacy intervention, guided reading, literature circles and literacy centres
- **Extra practice and support** provided in focused areas for students i.e.: alphabetic knowledge, phonological awareness, phonics, vocabulary, fluency and/or comprehension (within classrooms). Many students received individual or small group support.
- **Learning Services:** Direct and/or consultative support for struggling readers
- **Instruction Focused on Decoding:** Primary Classes used the Flyleaf series and other decodable resources as we move our focus to encourage students to sound out new words, rather than by guessing based on picture cues.
- **Phonological Awareness Instruction:** focus in younger primary classes on this as a whole class and for intervention where needed. Heggerty resource was used by many of the teachers.
- **Alphabetic knowledge:** a school team consisting of the District Psychologist, Learning Service Teacher, and Educational assistants worked to provide tier 3 support for a number of our students from grades 1-5.
- **Adrienne Gear strategies:** reading and writing

- **Technology:** use of I-pad and appropriate apps for some students with learning disabilities and/or communication support. Use of translator apps for our new Canadians (from Ukraine and other countries)
- **Library:** is a vibrant and exciting place where students can continue developing their love for books and learning. Instruction has included a wide variety of topics and skills including how to use the library, literacy strategies, STEM, ADST and technology. Students eagerly look forward to library time!



- **Chocolate Lily Awards:** Supported by our librarian, students have participated in reading, and voting on their choices for the BC Prize Picture Books contest online.
- **Literacy activities embedded in experiential learning** i.e. STEM projects, outdoor learning, technology
- **Book Fairs:** helped to create lots of excitement around getting new books!
- **District Literacy Teacher:** supported gr. K and 1 staff by doing literacy assessments as requested, and working in our Kindergarten class for part of the year.
- **Love to Read Weeks:** In February, we had a home reading event, and pajama day/read-a-thon, breakfast with books, and storybook character dress-up spirit day



- **Poetry Month:** focus on reading and writing poetry in April, very successful, culminating in a Poetry Slam with students sharing their poems with other classes. As well, this year classes each created their own published poetry book.



## Goal #2: Resiliency: Core Competencies, Mental Health and Equity

- **ADST (Applied Design, Skills and Technologies curriculum):** These are embedded in every day learning, as well as in special events. 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., STEM activities in classrooms, coding, collaborative STEM activities with librarian, etc.).



Leprechaun traps



Titanic built on Cardboard Day

- **STEM (Science, Technology, Engineering and Math) projects** continue to be embedded into instruction in many classrooms. (ADST) STEM activities are also embedded into most of our school wide Fun Days.
- **Outdoor Education:** We continue to try and spend time outdoors whenever possible. Some of our classes continue to go outside on a regular basis, often to Moresby Pond, and sometimes for a walk in the playground or neighbourhood. They may be learning

about the outdoors, connecting to place, making connections to Indigenous ways of knowing and learning, exploring Math or Science, gathering inspiration for art, reading and writing, as well as other open-ended activities. Students are taught to explore, observe, reflect and play. We have one class particularly interested in bird watching. 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.

We once again had an Outdoor Classroom Day in late June, which was lots of fun with a wide range of learning opportunities and we also took the school to Diana Lake as a Year-End Celebration. Our grade 4/5 classes made regular trips out to Butze to support their Science/social Studies learning and our gr. 2/3 class also went out to Butze. We also continue plans to develop our outdoor learning space.



Outdoor Classroom Day

- Social/Emotional Learning and Strategies/Mental Health:** This continues to be a very important focus with many of our students needing this support. Some examples of what we do in the classrooms: Doing kind acts for others, school behaviour focus on U is for Understanding and R is for Respectful, Fill Your Bucket, WITS (Walk away, Ignore, Talk it Out, Seek help), Zones of Regulation, OT working with students on self regulation, brain breaks, yoga/mindfulness breaks and going outside for walks.



- The School counsellor worked with a number of classes using the EASE program or Second Step including helping student develop their Worry Tool Box. We recognized National Day of Truth and Reconciliation to bring awareness of the effects that residential schools have had on our Indigenous Families, Pink Shirt Day with emphasis on being kind to others and celebrating differences. As well, our school counsellor was very busy supporting both individual students and groups.





### National Day of Truth and Reconciliation

- **School Wide Fun Days:** We organized our Fun Days throughout the year with a Halloween Fun Day, Winter/Christmas Fun Day, Love to Read Week (home reading, pajama day, read-a-thon), Poetry Slam, Cardboard Day Challenge, Outdoor Classroom Day, School Trip to Diana Lake and frequent spirit days. These days help to develop a sense of trust and community, including developing positive relationships between staff and students and not to mention fun!
- **Breakfast In Unison:** We are appreciative of the support from Breakfast Club of Canada. The staff got together and cooked breakfast for the whole school twice this year, which was definitely a hit with the students!



- **Positive Behaviour Support:** “Pineridge is Super” (Safe, Understanding, Persistent, Engaged, Respectful) continues to be a focus and students are really starting to know it well. We spent time teaching this to our students.





- **Drumming:** This continues to be a great opportunity for all of our students to feel pride and confidence. We were lucky to have Marlene Clifton with us a few times this year. She was able to remind us how important and special all our children are.



- **Connecting to Culture/Truth and Reconciliation:** Many experiences throughout the year helped students connect to culture and develop students' awareness of how we are moving forward with Truth and Reconciliation. It is embedded in our everyday teaching.
- **Museum Trips:** Many of our classes did field trips to the museum to participate in the many great learning opportunities there.
- **Indigenous Peoples' Day:** This was recognized in a respectful, but engaging way. Students learned about long houses, crests, inukshuk, listened to stories, Ted Harrison art, played games, and did some art. A parent made fry bread at home and brought it to share with the school, which was enjoyed by everyone! All students created a Metis inspired pointillism flower on wooden coasters, which turned out great! We also had a whole school Metis dance workshop later on that week. We loved learning the jig!



- **Resources:** Our library staff has continued to include more authentic Indigenous resources in our library collection and highlight these appropriately. Staff reviewed Sara Davidson’s resources at one of our staff meetings.
- **Connecting with and Supporting Families:** The school team (Principal, Secretary, Indigenous Family Resource Worker, Learning Services Teachers, Classroom teachers) collaborate frequently to review students/families that are needing support. The Indigenous Family Resource Worker plays an important role in connecting with our families.
- **Building School Community by Sharing Food:** Teachers were encouraged to make and serve healthy snacks with their classes. Students were able to practice the life skills of preparing and eating food, using good manners, as well as being introduced to a variety of healthy snacks. We did 2 whole school breakfasts and for the second one, we were able to eat altogether in the gym. We also did a Bunny Brunch at Easter time, where

each class helped to prepare part of the meal and/or decorations and we had a healthy lunch altogether in the gym. Our Family fun night included a potluck dinner eaten outside in the beautiful sunshine!

- **Chess Club:** Once again Mr. Martin hosted a Friday afterschool chess club, which was very popular with about 15 students. There are some very keen players and even some younger students joined!
- **Leadership Opportunities for Students:** Our older students had many leadership opportunities such as setting up and preparing for special events, including acknowledging the territory and MC's events, supporting our younger students out on the playground, as well as being classroom buddies. All students had many opportunities to share their learning and/or perform for others, such as during assemblies, the Poetry Slam, the Cardboard challenge, and the Christmas Concert.
- **Jorden's Principle Funding:** This funding has been able to support a number of our families and students this year by providing the funding for Educational Assistants or technology.

### **Goal #3: Numeracy**

- This is a new goal (we will include data next year ie: performance standards)
- We highlighted financial literacy this year and last. Many students continue to struggle with this, so we will continue to work on it.
- Classroom teachers each did a focus in their classroom ie: money games, using and developing menus, purchasing items at the Christmas Bazaar

### **Staff Development This Year:**

- Staff participated in the numerous **District professional development** (some of it on zoom) and Implementation Day opportunities, as well as their own self-directed PROD. Some of the sessions attended by staff were: Early Literacy, Sara Davidson, Play-based learning, Climate Change, ADHD, POPFASD and all staff attended the District Implementation day (thinking about and sharing our personal and school stories) and the Indigenous Implementation Day (focus on Sm'algyax language with local presenters).
- **Our staff meetings** have addressed the topics of: Literacy (oral language, phonological awareness, 5 pillars of reading, decodable books, alphabetic knowledge, writing (poetry), building a school reading culture), OT shared variety of areas she can support, reviewed Sara Davidson Resources, mental health with our school counsellor

(connecting with students with the Eco-Map strategy, calm strips), standard 9, student attendance, ways to bring families in to the school and reviewing the Pineridge SIP and District Strategic Plan.

### Community Involvement:

- Salmon Enhancement Project: Fish Hatchery
- Terry Fox Run
- Christmas Children's Bazaar



- PAC continuing to fundraise
- Connecting with Acropolis Manor: 2 classes sang Christmas Carols at Acropolis, making Christmas decorations and cards, sending positive messages/letters to Acropolis throughout the year
- Christmas Concert/PAC basket raffles and dessert auction



- Walk of Reconciliation around the neighbourhood in September
- Volunteers from the Port of Prince Rupert to serve the school a hot breakfast.
- People from the PRPA came and did a presentation about sea slugs for our grade 4/5 classes during the week of World Ocean's Day
- Year-end Celebration assembly and video
- Family Fun Night: Potluck dinner and Bouncy Castle
- Field trips in the community: museum, Butze, library, fire hall, playgrounds, etc.



Christmas Concert



Breakfast in Unison



Christmas Bazaar

**Communication to Parents:**

- PAC meetings: includes discussion and consult on important SD issues
- School Website, PAC Facebook page, monthly newsletters
- Phone calls, E-mail, texting
- Indigenous Family Resource Worker
- School and Community bulletin board by front office
- School messenger and E-mail communication
- frequent phoning and e-mailing from classroom teachers and other school staff, as well as in-person meetings
- Kindergarten facebook page
- Pineridge facebook page, instagram

**Evidence:**

- Benchmarks Reading assessment
- Enhancing student learning survey
- Core Competency Students Self Assessment
- MDI: Middle Years Development Instrument
- Early Literacy assessments: alphabet assessments, Heggerty, Core Phonics
- Report cards
- Conversations with students, photos, anecdotal observations, student writing, student self-assessments

**Reflection and Summary:****Goal 1: Literacy**

We were able to continue with literacy blocks and literacy supports from our LST's this year. Overall, there is fairly good progress for most students at most grade levels. Many students are showing progress, but there are still some that are struggling. Some of the factors with this are attendance, and difficulty focusing. Nearly all of the students not yet meeting expectations have significantly poor attendance (35% or more absences).

Some of the trends noted from the **Gr. 2-5 Benchmarks Data and Framework for Enhancing Student Learning Survey (reading questions)** are:

- Our grade 4's and 5's are the strongest groups in terms of one year's growth and being at grade level.
- Next year's grade 3's and 4's will be the groups to watch and support
- 20% of our students grades 2-5 are exceeding

- From the FESL surveys in the fall, many students say they like reading and are good at it. There was an improvement from last year though
- We would like more students reading to find things out (only 44% for gr. 4/5)

### Early Literacy Assessments (K and gr. 1)

- In both grade one and kindergarten, most students know most of their letters and sounds, which is good improvement from last year
- most students in both grades made at least 6 months progress, which is positive
- there are 9/27 current kindergarten students NYM expectations overall for English Language Arts., so they will need Tier 2 support next year in grade 1
- many students in our primary grades will need Tier 2 support next year

### Goal 2: Resiliency (Core Competencies, Mental Health, Equity)

Through the STEM projects, ADST, Outdoor Learning, and School Wide Special Events, our students are continuing to develop resiliency in a number of ways: planning and problem-solving, perseverance, collaboration, positive connection to adults and peers, strategies for self-regulation, as well as a sense of belonging. The surveys show we are making progress in the CORE competencies.

- The surveys and other anecdotal information indicate that students really enjoy these activities, but our older students have some difficulty explaining their thinking and in persevering when things get tough.
- In the CORE Competency self assessment, 40% of the grade 2- 5 students say they are able to explain their thinking most of the time. (improved from 16% last year)
- In the youngest 3 classes, 87% say they don't give up when things get tricky and 64% in older classes. (improved from last year for both groups)



Positive relationships are being built through daily interactions with adults and peers, collaborative activities, as well as school wide special events.

- On both the Framework for Enhancing Student Learning Surveys (gr. 1-5) and the Middle Years Survey for gr. 4 students (MDI), it was clear that students feel comfortable in their school and feel that there are adults who care about them.
- On the FESL, 91% of grades 1-3 like school, 92% have friends, 87% says there are adults who care about them.
- On the FESL, no students said they feel uncomfortable or don't belong in their school all the time.
- On the MDI, 85% (higher than last year) of students reported they had a positive adult relationship at school and 80% reported a positive peer relationship (higher than last year).

For all the students, being a good friend, being kind, helping others and playing/working with others was strong.

The MDI survey (gr. 4's) showed strength in the areas of empathy and happiness, but there was also an indication that students do have worries and difficulty self-regulating.

The MDI also indicated that there was very little bullying overall at Pineridge.

School climate was rated fairly high (improved from last year). (gr. 4 MDI)

We continue to support students with solving social or academic problems independently. We want to help our students be confident, happy, independent thinkers who persevere through difficult challenges.

### **Next Steps:**

#### **Literacy:**

- Work with Chapters Indigo on our **Adopt A School Fundraiser** project in October
- Continue the literacy supports that are working including literacy blocks, guided reading, LST support, phonological instruction including Heggerty and SPIRE, literacy circles, poetry month, etc. Focus specifically on using decodable texts and the strategies that support code-based and meaning-based explicit instruction
- **Oral Language:** Work with the Speech and Language Pathologist to further develop ways to support our younger students with their oral language and early literacy development ie: co-teaching, language groups, Story Champs, etc. Would like to see this happen quite intentionally in K and gr. 1.
- Have early primary team meet more regularly to review student progress and needs.
- Our data indicates that our grade 1, 2, 3 and 4 groups (next year) will need appropriate supports and intervention. Many students are approaching expectations and should hopefully be able to catch up with appropriate supports and consistent attendance.



### Resiliency (Core Competencies, Mental Health, Equity):

- Continue with our **outdoor classroom** learning and plan for our outdoor learning space. Tentative plans have been made and we will be looking at moving that forward and fund-raising. We will initially look at having a mud kitchen and planters being built. Include the PAC for their support. This is continued from last year and the needs can be reviewed with new staff next year and specifics reviewed with the PAC, so they can support with fund-raising. We also talked about indoor hydroponic gardens as well.
- Continue to **explore diverse ways for students to demonstrate their understanding** ie: technology, creating/building, oral communication, and use hands-on activities and project –based learning that promotes student engagement and resiliency.
- Have students become more aware of their learning strengths and needs (growth mindset) and be comfortable taking risks, making mistakes and asking questions
- Be more intentional about having students explain their thinking ie: during STEM activities and math problem-solving. Set up something so that we can measure this ie: video. From the Core Competency self assessments, it was clear this is not a strength. They need more practice in developing their confidence in oral language skills.
- **Self-Regulation:** Working with OT to have a “Zen” space for students, as well as a self-regulation room. This project is in progress.
- Ensure students are provided with appropriate mental health supports, including self regulation strategies. We will continue with the many strategies already in place. From our high counselling caseload this year (approx. 30% of our students), it is clear, this continues to be a priority.
- **Equity:** Develop a school equity plan. This is in the works. The district will be giving us more direction on this next year.
- **Buddy Classes:** older and younger classes for reading, projects, going outdoors, etc.
- **Breakfast Room:** Hoping to have a fully equipped breakfast room sometime in the near future. Will be a great help in providing opportunities for students to prepare and eat healthy food.
- **Jordan’s Principle Funding:** continuing to apply for supports for our Indigenous Families.

### Things to Celebrate

There are many things to celebrate! Here are a few highlights:

1. **Building a Positive School Environment:** We work hard to ensure our students have positive connections with adults. There continues to be a positive, friendly environment in our school, which visitors notice as well. Our many special and fun days help to build a sense of school spirit, belonging and positive relationships between staff, students and families.

2. **Bunny Brunch:** We hosted a Bunny Brunch in the gym for all the students and staff around Easter Time. Each class took on a job to help out such as prepping the food, making decorations, setting up and cleaning up. The students all made bunny ears to wear while they enjoyed a healthy, delicious lunch! Even the Easter Bunny made an appearance!
3. **Before and After School Care:** We were very excited to have our Before and After School Care open up in May of this year! This is a much-needed support for families.
4. **Families in to the School:** We provided many opportunities for families to come in to the school and saw a really great turn out! It was a packed house for the Christmas Concert and the PAC did well with their fund-raising. We also saw lots of parents at our Book Fairs, Cardboard Day, Breakfast with Books, Diana Lake, Meet The Teacher, Family Fun Night and our Student Led Conferences. Students were excited to share their learning with their families and we had an impressive number of families come, approx. 75%!



**Important School Initiatives:** Cardboard Challenge Day, Children's Christmas Bazaar, Breakfast in Unison, Outdoor Classroom Day, Poetry Month, Bunny Brunch, Adopt A School Fundraiser with Chapters Indigo.

## Memories and Highlights of 2022-23











**It was another Great Year!**

## Appendix A

### Benchmark Reading Data and Survey of Reading Attitudes for School Improvement Plan

#### Pineridge Elementary School 2022-2023

The literacy focused goal in our school improvement plan is growth oriented. We looked at the reading abilities of students in the fall and compared those to the results in May/June. We are aiming for students to achieve one year of reading growth in one year (10 months of instruction). This is our eighth year of running literacy blocks, having regular assessments of reading (three times per year usually) and guiding instruction by the assessment. We have also included Benchmark reading data from the past 4 years. As well, information about students' attitudes towards reading is included to support the secondary part of the reading goal, which is to develop a love for reading.

#### Reading Attitudes

(Framework for Enhancing Student Learning Survey in the fall 2022)

##### Grades 1-3

Total surveyed: 54 students

Statement:	Most of the Time/always	Sometimes	Rarely/Never
I like to read books.	28: 55%	20: 39%	3: 6%

##### Grades 4-5

Total surveyed: 21 students (some questions were skipped)

Statement:	Most of the Time/always	Sometimes	Rarely/Never
I like reading.	16: 76%	4: 19%	1: 5%
I am good at reading.	13: 72%	5: 28%	0: 0%
I read to find things out.	10: 44%	11: 48%	2: 9%
I read for fun.	16: 80%	1: 5%	3: 15%

### Pineridge Elementary School

NYM: Not yet meeting Expectations

AE: Approaching Expectations

ME: Meeting Expectations

EX: Exceeding Expectations

This is based on the Benchmarks Reading Assessment and various early literacy assessments as appropriate.

#### Grade 2 Reading Data June 2023

	# of grade 2 students assessed	NYM	AE	ME	EX	At least one year's growth
Total # of students	18	9: 50%	3: 17%	4: 22%	2: 11%	11: 61%
# of Indigenous Students	14	9: 65%	2: 14%	3: 21%	1: 7%	6: 43%

**Note:** For nearly all of the students NYM and AE, attendance is a concern (missing 35% or more days of school).

#### Grade 3 Reading Data June 2023

	# of grade 3 students assessed	NYM	AE	ME	EX	At least one year's growth
Total # of students	22	11: 50%	1: 5%	5: 23%	5: 23%	10: 46%
# of Indigenous Students	13	7: 58%	0	2: 9%	4: 30%	7: 58%

**Note:** 4 of the students with NYM have IEP's with specific goals in reading/literacy and they have reached their IEP literacy goals. 2 of the other students with NYM are new to the country



this year with ESL and have made at least one year's progress. Although not all the students have made one year's progress, they all have made progress.

#### Grade 4 Reading Data June 2023

	# of grade 4 students assessed	NYM	AE	ME	EX	At least one year's growth
Total # of students	17	5: 29%	2: 12%	5: 29%	5: 29%	14: 82%
# of Indigenous Students	11	4: 36%	2: 18%	3: 27%	2: 18%	8: 73%

#### Grade 5 Reading Data June 2023

	# of grade 5 students assessed	NYM	AE	ME	EX	At least one year's growth
Total # of students	17	4: 24%	2: 12%	7: 41%	3: 18%	13: 77%
# of Indigenous Students	13	4: 31%	1: 8%	6: 46%	2: 12%	9: 69%

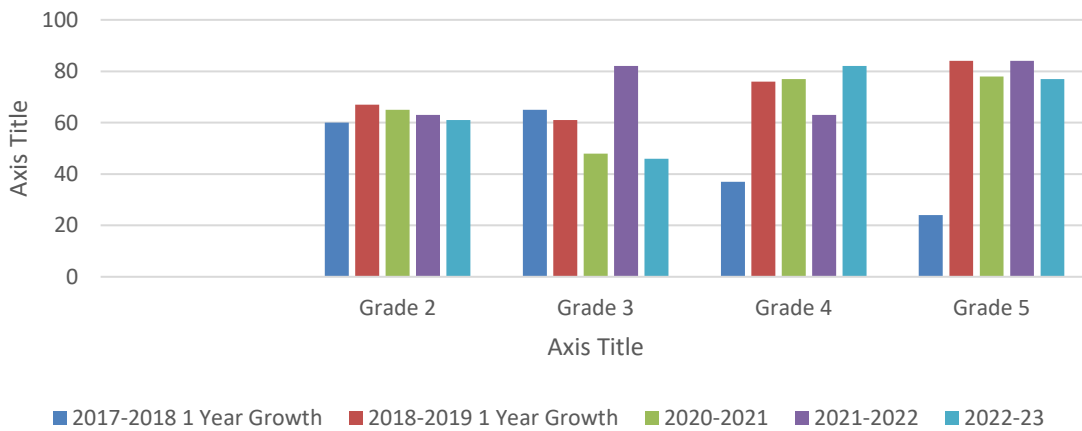
**Note:** Of the 4 students NYM, 3 have IEP's with specific literacy goals, but all made progress towards those goals. The other student rarely attended school.

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

Grade	2017-18	2018-2019	2019-2020 % not calculated	2020-21	2021-22	2022-23
2	18/30 60%	14/21 67%	*0	13/20 65%	15/24 63%	11/18 61%
3	20/31 65%	17/28 61%	*4	10/21 48%	14/17 82%	10/22 46%
4	13/35 37%	19/25 76%	*5	13/17 77%	12/19 63%	14/17 82%
5	9/37 24%	31/37 84%	*13	21/27 78%	16/19 84%	13/17 77%

**Percentage of Students Making at Least 1 Year's Growth in Reading (Benchmark Reading Assessment)**

Note: no data for 2019-20 due to COVID.



**Number/Percentage of Students Meeting/Exceeding and Approaching/Meeting/Exceeding  
Grade Level**

**(May/June 2023 Benchmarks Reading Assessment)**

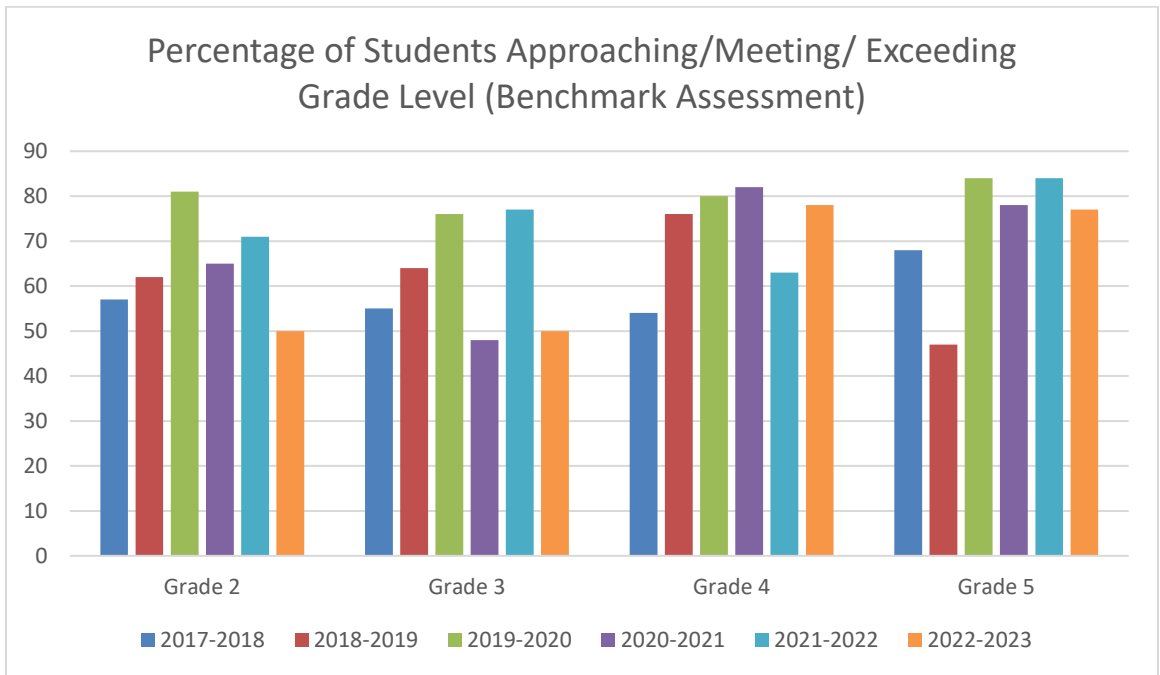
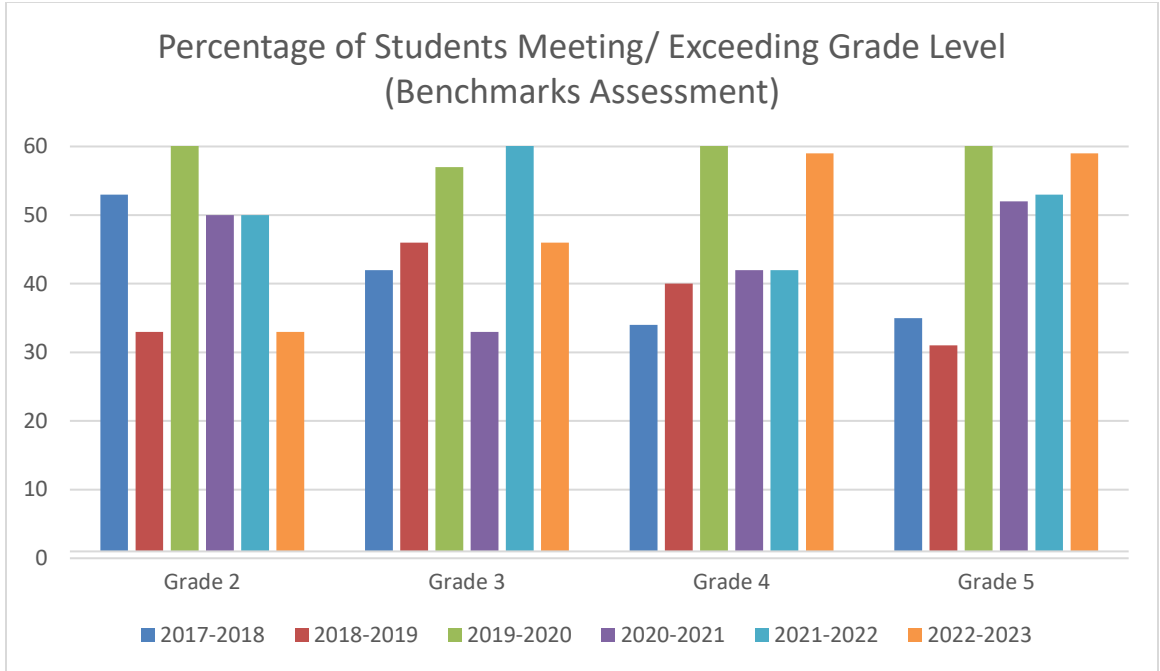
This year, we have 15/74 students exceeding expectations, which is 20%.

	2018-2019		2019- 2020 March	2019- 2020 Con't March	2020-21		2021-22		2022-23	
	ME/EX	AE/ME/EX			ME/EX	AE/ME/EX	ME/EX	AE/ME/EX	ME/EX	AE/ME/EX
Gr.2	7/21 33%	13/21 62%	11/16 69%	13/16 81%	10/20 50%	13/20 65%	12/24 50%	17/24 71%	6/18 33%	9/18 50%
Gr.3	13/28 46%	18/28 64%	12/21 57%	16/21 76%	7/21 33%	10/21 48%	12/17 71%	13/17 77%	10/22 46%	11/22 50%
Gr.4	10/25 40%	19/25 76%	17/26 65%	21/26 80%	7/17 42%	14/17 82%	8/19 42%	12/19 63%	10/17 59%	14/18 78%
Gr.5	11/36 31%	17/36 47%	17/25 68%	21/25 84%	14/27 52%	21/27 78%	10/19 53%	16/19 84%	10/17 59%	13/17 77%

AE- Approaching Expectations

ME- Meeting Expectations

EX-Exceeding Expectations



## Early Literacy Assessments for Grades K and Gr. 1

A variety of assessments were used to track progress for the K and gr. 1 students. Alphabet awareness including letters and sounds were assessed, as well as phonological skills, using Heggerty or other similar assessments, CORE Phonics for grade1/s and Benchmarks Reading Assessment for some of the grade 1 students.

### Results for Kindergarten June 2023

26 students in total, (1 absent)

#### Letter ID/Sounds

	Letter Identification and sounds: Upper Case	Letter Identification Letter sounds: Lower Case
Knows all (52/52)	15	15
Knows most (40/52)	6	6
Knows some (26/52)	2	2
Knows few/none (0-25)	3	3

### Results for Grade 1 June 2023

22 students in total

#### Letter ID/Sounds

	Letter Identification and sounds: Upper Case	Letter Identification Letter sounds: Lower Case
Knows all (52/52)	16	16
Knows most (40/52)	6	5
Knows some (26/52)	0	1
Knows few/none (0-25)	0	0

### Grade K Overall Early Literacy Progress (performance standard)

	<b>NYM</b>	<b>AE</b>	<b>ME</b>	<b>EX</b>	<b>Made at least 6 mos. progress</b>
# of students 27	9	6	9	3	22/27 82%

2 students are new to the country this year and came speaking no English. They have made reasonable progress for their time in the country.

### Grade 1 Overall Early Literacy Progress (performance standard)

	<b>NYM</b>	<b>AE</b>	<b>ME</b>	<b>EX</b>	<b>Made at least 6 mos. progress</b>
# of students 25	2	12	8	1	23/25 92%

## Appendix B

### Goal #2 Data: Student Self Assessments

In June, students, with teacher support, completed self-assessments in June for the Core Competencies. Different grade levels completed assessments appropriate to their age. The competency statements that seemed particularly pertinent to our resiliency school goal have been tallied below.

#### Early Primary (Gr. K-2) (54 students from the 3 youngest classes)

	Most of the Time/ Always	Sometimes	Rarely/Never
I am always a good friend	48: 89%	5: 9%	1: 2%
I try my best on all of my work.	48: 89%	5: 9%	1: 2%
I ask questions.	36: 67%	15: 28%	3: 6%
I don't give up when things get tricky.	47: 87%	5: 9%	2: 4%
I help others.	45: 83%	9: 17%	0

#### Late Primary/Intermediate (Gr.2-5) (63 students from 4 oldest classes)

	Most of the Time/Always	Sometimes	Rarely/Never
I play and work well with others	47: 75%	13: 21%	3: 5%
I can explain my thinking	25: 40%	28: 44%	10: 16%
I ask questions	25: 40%	35: 65%	3: 5%
I don't give up	40: 64%	19: 30%	4: 6%
I can calm myself	35: 65%	26: 41%	2: 3%
I am kind and caring	47: 75%	14: 22%	2: 3%

## Goal #2 Data: Enhancing Student Learning Self-Assessments from Fall of 2022-23 school year

In the fall, students completed a self-assessment related to the goals of the Framework for Enhancing Student Learning Document (FESL). Below are the results of the statements related to resiliency and equity.

### Grade 1-3

Total surveyed: 53 students

Statement:	Most of the Time/always	Sometimes	Rarely/Never
I like to do nice things for other people	43: 81%	10: 19%	0: 0%
I learn about Indigenous Peoples	36: 77%	6: 11%	6: 11%
There are adults at school who care about me.	46: 87%	3: 6%	4: 7%
I feel safe at school.	37: 70%	13: 24%	3: 6%

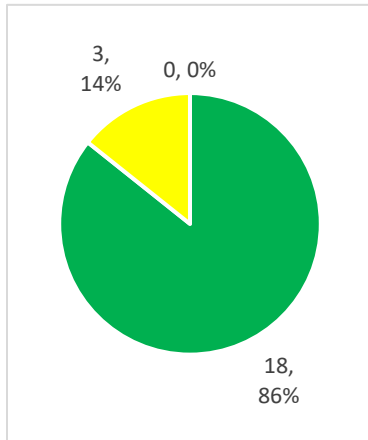
### Grade 4-5

Total surveyed: 21 students (some skipped questions)

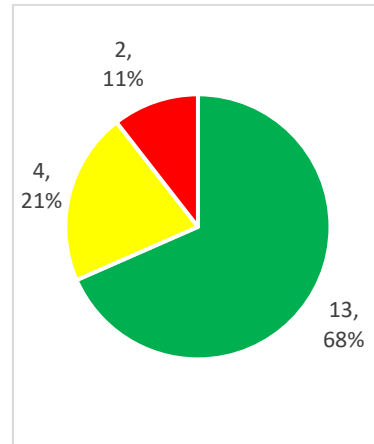
Statement:	Most of the Time/always	Sometimes	Rarely/Never
I enjoy activities where I can solve problems.	12: 63%	6: 32%	1: 5%
I enjoy activities where I can build or make things.	18: 86%	2: 9%	1: 5%
I do kind things at my school without being asked.	16: 80%	1: 5%	3: 15%
I like helping others.	16: 84%	2: 11%	1: 5%
There are adults at school that care about me.	17: 85%	2: 10%	1: 5%
I belong in my school	15: 79%	4: 21%	0: 0%
I feel comfortable in my school.	17: 81%	4: 19%	0: 0%
I learn about Indigenous Peoples	13: 65%	5: 24%	2: 5%



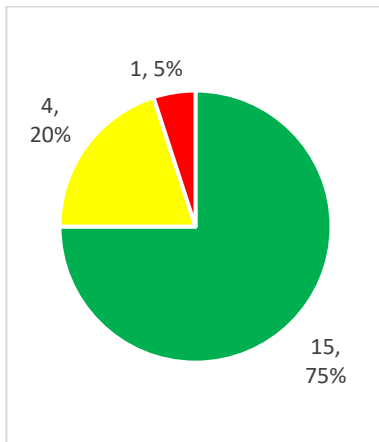
Mental Health: I feel good about myself.



I feel hopeful about the future.

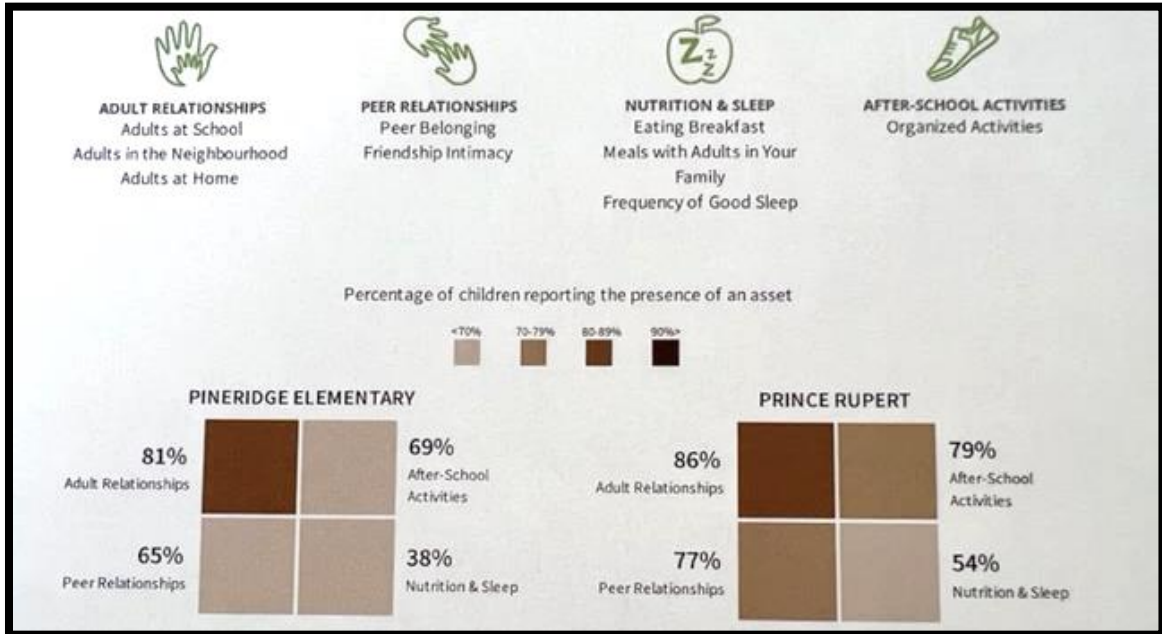


I cope with stress in healthy ways.

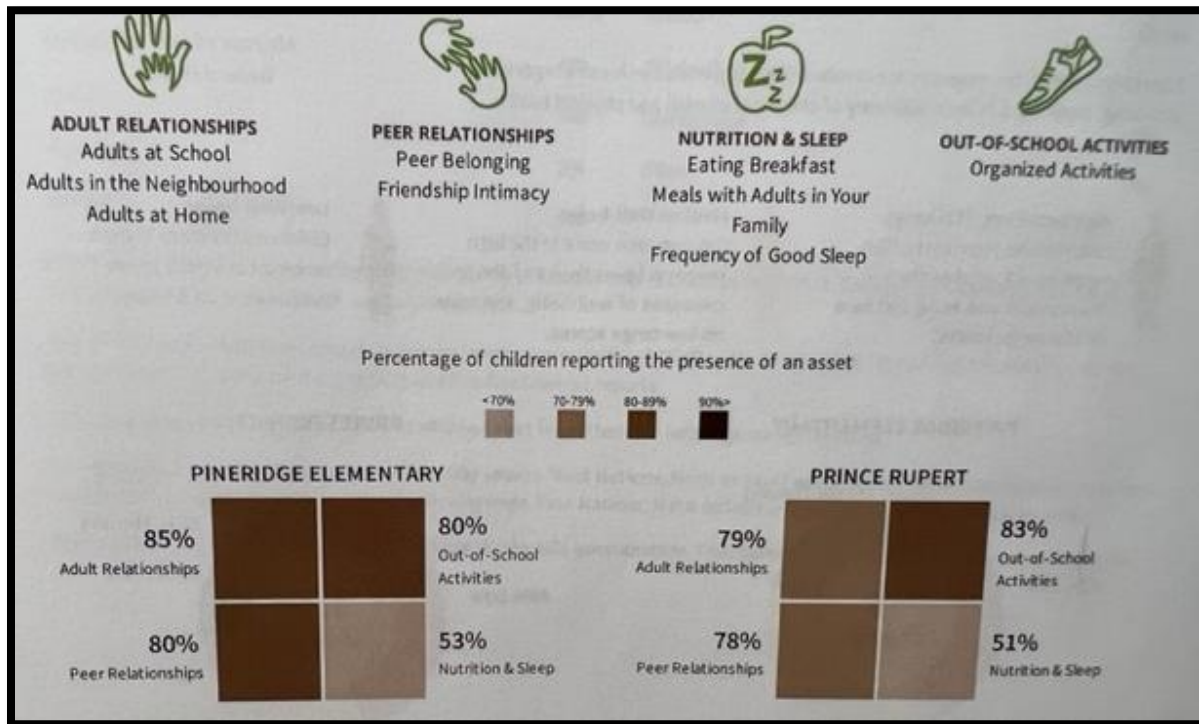


**Taken from Pineridge MDI (Middle Years Instrument) Report 2021-22  
(Grade 4 students complete this survey)**

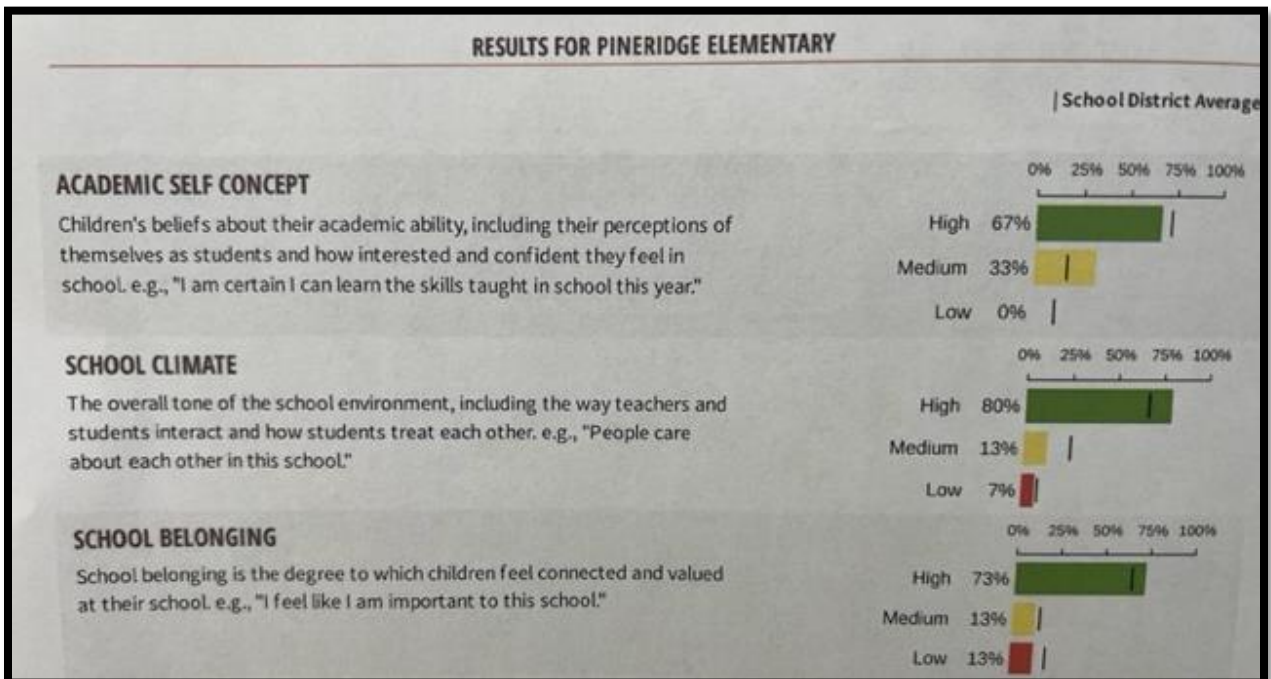
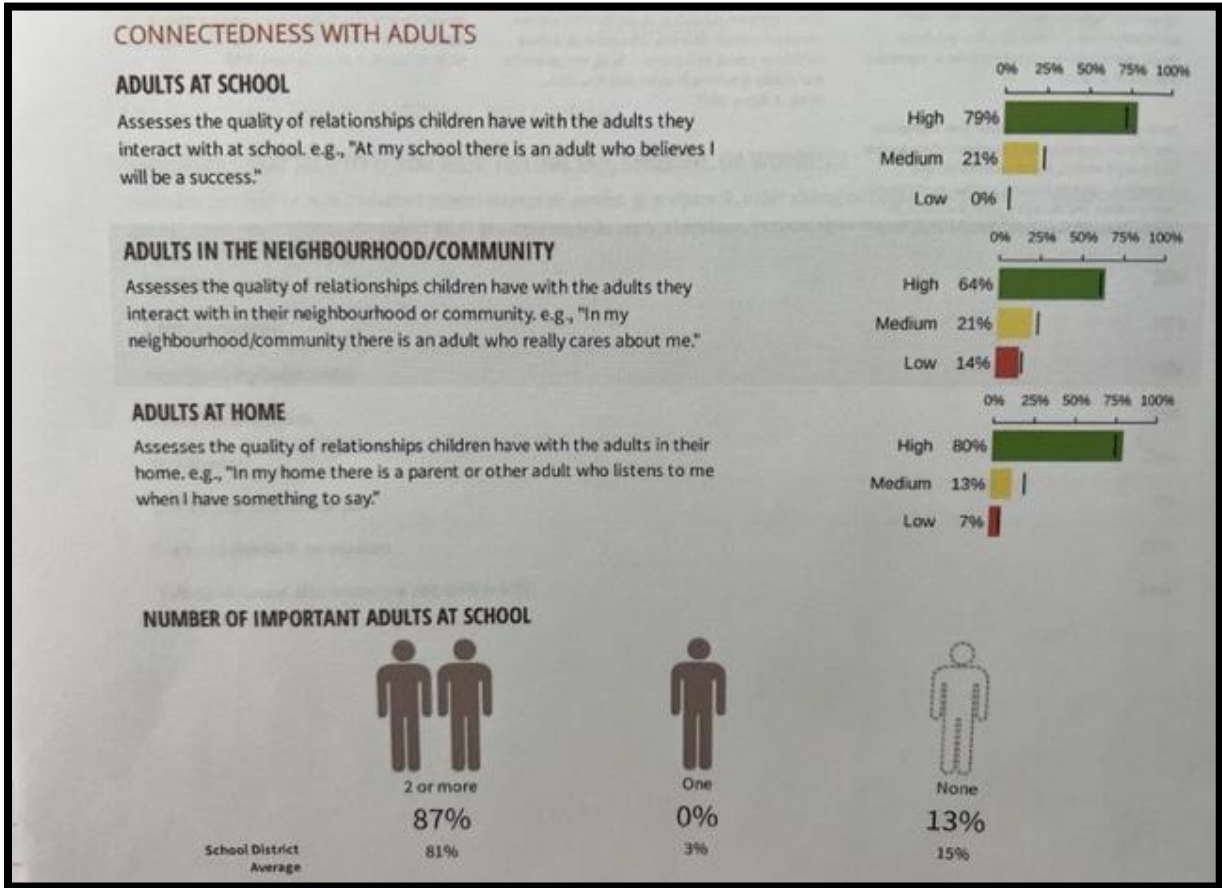
("An asset refers to positive experiences, relationships or behaviours present in children's lives")



**Taken from Pineridge MDI Report 2022-23**



Taken from MDI Report 2022-23



# **Appendix C**

## **School Beliefs**



## **Pineridge School Beliefs**

### **We keep our school safe and caring**

We show kindness to each other

We include everyone and we don't tolerate bullying

We follow the school rules

### **We respect ourselves, each other and the environment**

We respect others' belongings

We respect others' personal space

We respect our school building, property and natural surroundings

We are polite, active listeners who respect others' ideas

We respect and celebrate differences

We speak respectfully to adults and peers

We play fair and take turns

### **We take responsibility for our learning**

We participate and try our best

We use self-regulation strategies

We work at solving problems and don't give up!

**Learning is fun, active and engaging!**



**Behaviour Expectations for Pineridge Elementary**  
**Pineridge is SUPER!**

Safe                  Understanding                  Persistent                  Engaged                  Respectful

<b>Classroom</b>	6 feet on the floor Wash your hands Supplies are tools, not toys Hands and feet to self	Think how others feel Allow others to do their work Help others Be kind	Try your best Don't give up! Challenge yourself Keep your work area clean and organized Be accountable for your actions	Listen attentively Keep working! Focus Eyes on the speaker Ask questions Share ideas	Be kind Listen to others Be polite Personal space Indoor voice Take turns Respect others' point of view Celebrate differences
<b>Hallway</b>	Walk Hands to yourself No wasting time or wandering	Move quietly Smile!	Walk on the right side	Walk on the right side Pay attention to your surroundings (look where you are going)	Walk quietly and calmly
<b>Washroom</b>	Wash your hands Keep your feet on the floor	Be patient Be quick (no wasting time)	Flush Wash your hands for at least 20 seconds	Be quick (No messing around!) 3 at a time <b>Always</b> wash your hands Leave classroom items in classroom	Wait your turn Respect privacy Clean up after yourself
<b>Gym</b>	Follow the rules Use equipment properly Follow instructions Keep body and equipment under control.	Be a good sport Help others when needed	Keep trying! Try a new game or skill	Pay attention Be aware of others Participate/try	Play fair Listen to your teacher Hands and feet to yourself
<b>Outside</b>	Stay on the school grounds (know your limit, stay within it!) Eat only your own snack	Help Others Be kind Put your garbage away	Dress for the weather	Include others Use equipment safely Be aware of surroundings	Take turns Use WITS Use trash cans Take care of our school property and natural surroundings