



Pinantan Elementary School

2540 Hines Rd.
Pinantan Lake, BC
VOE 3E1
<http://pinantan.sd73.bc.ca>

School Learning Plan

2017-2022

Updated June 2018



<https://docs.google.com/presentation/d/1AgJEYHo1q2y1GVb3pPqctmOj0iPhZje0>

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School Vision

At Pinantan Elementary, each of our students will be able to think critically and creatively in order to solve real world problems while pursuing their interests and passions.

School Context

Pinantan Elementary is a small rural school located in the picturesque lakeside community of Pinantan Lake, BC. Pinantan is just a short commute of approximately 30 km Northeast of Kamloops, BC. The student population is comprised of approximately 55 students in grades K-7. Parents and students alike enjoy the community school because of its small class sizes, multi-grade classrooms, personalized attention from staff, the connection to an active outdoor lifestyle, the proximity to a larger center (Kamloops), while maintaining its own unique identity. Our students build forts in the neighbouring forest, enjoy hiking, nature walks, fishing, snowshoeing, cross country skiing and skating on the frozen lake, and skiing at a family owned ski hill (Harper Mountain) all within minutes of the school.

Our students are involved in district wide programs including: Young Authors, Young Artists, Heritage Fair, Cross Country, Basketball and Track and Field.

The school offers various programs such as an After School Program, Mother Goose and Preschool as well. We also participate in the BC Fruit and Vegetable Program.

For the past few years our PAC has been working tirelessly to acquire a new playground by entering the BCAA Play Here contest. The PAC also holds a Christmas Raffle and dinner, bottle drives, along with various other ways they support our school, students and staff.

Our teachers are skilled at delivering the recently redesigned BC curriculum that engages students with current technology, the foundational skills of literacy, numeracy and social emotional learning. We also embrace the OECD - 7 Principles of Learning, First Peoples Principles of Learning, the community engagement considerations as well as the Strategic Plan of School District 73.

Learning Partnership & the Engagement Process (2016-2017)

We have worked closely with our school community, made up of our parents, students, PAC, teaching and support staff, and various other community partners to derive what we believe are the key attributes our children will need in order to be successful learners, workers and citizens in the local community and beyond.

We engaged our community in a number of ways including: one to one dialogue, surveys, phone calls, jigsaw activities, PAC meetings, staff meetings, student working groups and even meeting with parents in the ski lodge at Harper Mtn. (while their children were receiving ski lessons from Harper Mtn. staff).

Based on the information gathered we developed a Wordle that highlighted key attributes that we felt our students needed to have before leaving Pinantan Elementary including being:

reliable, a leader, open-minded, respectful; and having a good time-management skills. Based on these outcomes and knowing that students require strong foundational skills in reading, writing and numeracy, we were able to develop the following goals, rationals, strategies and initiatives.

Learning Partnership & the Engagement Process (2019-2020)

Further engagement with our community will be taking place this year as we revisit our goals and strategies as we continue to move forward.

Our School Goals

Goal 1:

Students will develop a sense of place through Inquiry and Project Based Learning while keeping in mind the First Peoples Principles of Learning and those in particular of the Secwepemc Peoples.

Goal 2:

(2017-2018) Students will develop a strong technologically literate foundation that connects them to their interests and passions

*This goal changed for the 2018-2019 school year due to high turnover of staff as well as too better reflect a true challenge in our school. Technology is still important and is used as a tool to support the more current goal (see below).

(2018-2019) Students will improve their Numeracy skills by applying numerical concepts to manage and respond to mathematical challenges and real life problems

School Goals

Goal 1:

Students will develop a sense of place through Inquiry and Project Based Learning while keeping in mind the First Peoples Principles of Learning and those in particular of the Secwepemc Peoples.

Sub-Goal

Students will have a strong base in environmental literacy that allows them to apply their learning to address problems relevant to their lives and community.

Target-Goals

-by year end 2018, 80% of the primary cohort will be able to perform a controlled inquiry based project using the scientific habits of mind (curricular competencies).

-by year end 2018, 80% of the intermediate cohort will be able to demonstrate free inquiry within three subject areas using the scientific habits of mind (curricular competencies).

-by 2022, 90% of students will demonstrate the use of scientific habits of mind to discover and explore the world around them.

Related District Strategic Plan Goal:

- students will be able to reflect on their learning and set goals for improvement
- students will apply their learning to address problems relevant to their lives and communities
- students will experience learning through Aboriginal ways of knowing and doing
- students will appreciate the historical and contemporary contributions of Aboriginal people and the local Secwepemc Nation
- students will appreciate how cultural identity shapes worldview

Goal Rationale

By developing a strong sense of place, students will demonstrate good leadership, respect for themselves, for others, and the environment that they will carry forward into the wider world.

Specific Support Frameworks

Our school community wanted our students to be confident in themselves by demonstrating leadership, reliability, good time-management, respect and being open-minded. To that end we are attempting to find a balance between our students knowing who they are and what they can become based on their interests and passions. We want all of our students to be confident in their strengths while also being resourceful enough to seek supports around them. For our struggling learners it is no different. We want them to develop into resourceful contributing individuals who know how to not only be resourceful but know how to access supports.

Data Related to Goal/Evidence

As we are moving in a new direction in education, where teachers serve as guides, allowing students to find information and resources that will help them develop an understanding in achieving their goals, teachers guide and encourage students to take risk, and to be connected to their interests and passions. As such, we are going to be developing assessment and

evaluation practices that help us meet this new direction and that will help guide us in seeing students achieve their goals, while we strive to reach our goals as a school.

Strategies and Initiatives

Continuum:

- teach younger students about a structured inquiry model and be able to use it in a subject area
- understanding variables and recreating results in a guided inquiry model, leading students to a controlled free inquiry
- Intermediate students will start with some controlled inquiry to gain basis but will be able to use free inquiry that goes deeper in 3 subject areas
- we will host a Maker Day(s)
- continue to focus on leadership, community attributes and global citizenship
- use the community resources available to us in Pinantan and in Kamloops

Goal 2:

(2018-2019) Students will improve their Numeracy skills by applying numerical concepts to manage and respond to mathematical challenges and real life problems

Sub-Goal

(2018-2019) When students leave Pinantan Elem. at the end of grade 7 they will be able to use numeracy to solve real world problems.

Target Goals

2018-2019

-by year end 2019, 80% of the primary and intermediate students will be fully meeting expectations in numeracy.

According to our District Numeracy Assessment:

- Gr. 3 students had 80% Emerging and 20% Developing
- Gr. 4 students had 43% Emerging, 14% Developing and 43% Proficient
- Gr. 5 students had 28% Emerging, 29% Developing and 43% Proficient
- Gr. 6 students had 25% Emerging, 50% Developing and 25% Proficient
- Gr. 7 students had 100% Proficient

While we have fallen short of our goal of 80% Proficient for the year end 2018-2019 we will continue to press forward in attaining this goal. The 2019-2020 year will be our second year in attempting to reach our goal of 80% proficiency in numeracy.

We will continue to develop, learn and apply our skills with our District Numeracy Team with new, young and ever changing teaching staff as we strive to reach 80% proficiency with our students.

Related District Strategic Plan Goal:

- students will demonstrate growth in the thinking, communication, and personal/social core competencies
- students will graduate with strong foundational skills in literacy and numeracy

Goal Rationale

We strive to create balanced individuals who are reliable, open-minded, and are prepared for the ever-changing world. As a society we have always understood the importance of literacy in order to communicate with one another. Numeracy, on the other hand is one of those areas where many adults and children have a great deal of apprehension and therefore feel less than adequate using it in the real world. Yet, just like literacy, we use numbers daily to communicate. Our goal is to have our staff and students willing and able to use math to solve challenges that we encounter in our daily lives.

Specific Support Frameworks

At Pinantan Elem. each of our students is valued and is provided with the tools they require to be successful. For those students who require additional supports for their challenges, our skilled teachers, CEAs, LART, Administration and itinerant district specialists are there to guide and support. As a staff we continue to use research proven methods to support the individual needs of each learner.

As numeracy is a new goal for Pinantan, we know that as a staff we have to up or game by attending Professional Development opportunities, increase our resources and increase our own confidence in teaching numeracy in order to pass on, not only our knowledge, but our excitement for all things numeracy.

Data Related to Goal/Evidence

As teaching practices change to fall in line with the new curriculum, so too must our evaluation and assessment practices. Assessment of the foundational skills of reading and writing are vital and therefore numeracy assessment is paramount as well. Beyond classroom assessment, we are seeking additional assessment practices that help us guide our instruction. Therefore, evaluation and assessment data will follow.

Strategies and Initiatives

Continuum:

- conduct an inventory of our current numeracy resources
- purchase both professional and student resources that will enhance numeracy within our school
- mathematize our school

- increase our skills and confidence in teaching numeracy as educators (Pro D).
- inform and demonstrate to students that technology is a learning tool rather than just games
- using apps to learn math computational skills
- students will explore and discover apps/tools to support their own learning
- develop assessment tools and practices that guide numeracy instruction

Professional Learning Plan

As a school team (staff, students and parents) we are going to be working shoulder to shoulder in order to create an education that is student centered and that we can all be proud of.

As a staff we will demonstrate risk-taking so that our students will also become risk-takers. We will engage in collaborative exercises/activities during staff meetings and as we find times throughout the year to collaborate on our specific goals. We will attend Pro D opportunities in order to develop our craft. We will also be engaged in Learning Improvement Sprints as we lean on each others strengths and our collective leadership.

This year, we have changed our technology goal to focus on numeracy, for a few reasons. First, a strong foundation in numeracy was identified as something that the community saw as important for the students of Pinantan to have before heading on to high school. Secondly, math is an area identified as needing attention according to our data from report cards and the FSA. The community believed that many of the students from Pinantan were arriving at high school behind their classmates, often requiring interventions prior to seeing success in the regular math classroom. And third, one of the district goals was to have students graduate with strong foundational skills in numeracy.

So, with many new, young and inexperienced staff joining Pinantan this year, what better time to develop our skill set in teaching numeracy. Let's develop strong numeracy methodology from the start. Our plan is to strengthen and develop our own confidence around numeracy in order to strengthen that of our students.

How did we make out?

First, we had some great discussion, as a staff, regarding our feelings and perceptions of math. We agreed that professional development was in order. We took stock of the resources available to us within our school and discovered that we were lacking. We also realized that our data was limited and that we were in need of additional assessment tools in order to give us the data required in order to better inform our teaching practices and decisions moving forward.

As a staff, we became involved in Sprints which eventually morphed into the Spirals of Inquiry approach. Judy Halbert and Linda Kaiser provided a structure for us in how to approach our numeracy goal. We also leaned on our Spirals coach, Barb Hamblett, who provided guidance and resources throughout the year.

We reached out to the District Numeracy Coordinator, Amanda Russett and Numeracy Resource Teacher, Katie McCormick who attended staff meetings and provided essential

classroom support. We purchased professional numeracy resource books and student resource books for our School Learning Commons that both staff and students could use. We accessed resources from the HGEC, and specifically the Problem Solver, to teach students key strategies for tackling problem solving. We, as a staff attended Numeracy Pro D days at McGowan Park Elem., the HGEC, and Brock Middle School.

Pinantan also became involved in the pilot of the District Numeracy Assessment (DNA) and the DEWRS Survey. The DNA, we hoped, would provide us another lense and more information in which to guide our instruction while the DEWRS Survey, we hoped, would help us determine if students attitudes would be changing as it related to numeracy.

Comparative Data

Foundation Skills Assessment: Numeracy (Fall 2018/2019): First Year of Numeracy Goal

Grade 4 Pinantan	%	Grade 7 Pinantan	%
EM (Emerging)	38	EM (Emerging)	100
OT (On track)	62	OT (On track)	0
EX (Extending)	0	EX (Extending)	0
Grade 4 District	%	Grade 7 District	%
EM (Emerging)	31	EM (Emerging)	31
OT (On track)	60	OT (On track)	55
EX (Extending)	5	EX (Extending)	8

Foundation Skills Assessment: Numeracy (Fall 2019/2020): Yet to be determined.

District Numeracy Assessment (Fall/Winter 2018/2019): First Year of Numeracy Goal

*Indicates Growth in an area

-discrepancies in numbers are due to attendance

Gr. 3 (5 students)

	Interpret	Apply	Solve	Analyze	Communicate
	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring
No Response:	0/0	0/0	0/0	1/0	3/0
Emerging:	4/2	2/1	5/3	* 4/5	2/4
Basic:	1/0	3/0	0/0	0/0	* 0/1
Efficient:	0/0	0/0	0/0	0/0	0/0
Proficient	0/0	0/0	0/0	0/0	0/0

Gr. 4 (7 students)

No Response:	0/0	0/0	1/0	2/0	2/0
Emerging:	6/2	6/1	4/3	4/3	5/4

Basic:	1/1	*1/2	2/0	* 1/4	* 0/3
Efficient:	* 0/4	* 0/4	*0/4	0/0	0/0
Proficient:	0/0	0/0	0/0	0/0	0/0

Gr. 5 (7 students)

	Interpret Fall/Spring	Apply Fall/Spring	Solve Fall/Spring	Analyze Fall/Spring	Communicate Fall/Spring
No Response:	0/0	0/0	0/0	0/0	0/0
Emerging:	0/0	1/0	2/2	* 2/3	3/1
Basic:	* 3/4	* 1/4	*1/3	2/2	*1/3
Efficient:	* 1/3	* 2/3	1/1	*0/3	* 0/2
Proficient	0/0	0/0	0/1	0/0	0/0

Gr. 6 (12 students)

No Response:	0/0	0/0	0/0	0/0	0/0
Emerging:	*4/5	4/2	4/2	*4/7	5/4
Basic:	*1/3	* 2/7	*2/6	6/1	*1/5
Efficient:	5/3	4/2	4/4	* 0/4	4/3
Proficient:	0/0	0/0	0/0	0/0	0/0

Gr. 7 (3 students)

No Response:	0/0	0/0	0/0	0/0	0/0
Emerging:	0/0	1/0	0/0	1/0	1/0
Basic:	1/1	0/0	1/0	1/1	0/0
Efficient:	2/1	*2/3	2/2	* 1/2	* 2/3
Proficient:	0/1	0/0	0/1	0/0	0/0

District Numeracy Assessment (Fall/Winter 2019/2020): Yet to be Determined

DEWRS Survey

Fall Numeracy Questions:

“I am learning about math and how it is used in my daily life.”

30% Strongly Agree

57% Agree

13% Neither Agree or Disagree

“I enjoy learning about math.”

23% Strongly Agree

30% Agree

27% Neither Agree or Disagree

20% Disagree

Students feel safe attending Pinantan Elementary:

-67% of Gr. 4

-80% of Gr. 5

-75% of Gr. 6

-Pinantan students rated effective classroom learning time 7.5 out of 10 (concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives)

-Pinantan students rated classroom instruction relevant to their daily lives 7.3 out of 10.

-Pinantan students positive teacher-student relations were rated 7.8 out of 10.

-Students are learning about Aboriginal people in our area and in Canada

16% Strongly agree

56% Agree

24% Neither Agree or Disagree

4% Disagree

-I have choices to learn about my language and culture

13% Strongly agree

29% Agree

38% Neither agree or disagree

8% Disagree

13% Strongly disagree

Based on the data above re: numeracy, gains have been made but we have a long way yet to go.

For the 2019-2020 school year we will once again have a large turnover of teaching staff. As such we will continue to develop our numeracy skills professionally in order that our students can grow in their confidence in numeracy. We will continue to lean on our Numeracy Coordinators, Numeracy Pro D and continue to be a part of the District Numeracy Project and cohort. Please keep in mind that many young staff need continued support in all areas of the curriculum including numeracy.

