

Update: June 2023



# Pinantan Elementary Annual School Learning Plan 2023-2024

Final Draft Due: **September 15**

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## Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.  
School District No. 73 (Kamloops-Thompson) acknowledges that it is on  
the territory of the Secwepemc Nation, specifically the territory of the  
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of  
the Secwépemc people and includes the seven Secwépemc First Nations  
Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school is generally considered associated with the Tk'emlúps te  
Secwépemc First Nations through our [Local Education Agreement](#) and the  
[Aboriginal Education Enhancement Agreement](#)



## CONTEXT

Pinantan Elementary has the feel of a small, rural school with welcoming staff, students and families. Having three classrooms and supported by 8 staff, students and families get the personalized attention that is sometimes harder to get in larger schools. Our kids have access to ski hills just minutes away, a lake in which to swim, fish, and boat in the summer and ice fish, skate, and snowmobile in the winter. We also have a forest in which to build forts in, an amazing new playground and an awesome play structure to stretch, swing and slide on in a park-like setting. Each of these opportunities connects our students to the land and ensures they have outdoor environmental education experiences.

During the lead up to Christmas the school and its PAC (Parent Advisory Council) hold a combined Christmas Concert, raffle and dinner that brings the whole community together. This event is one of the highlights of the year. We may be a small community but we are not without plenty of personality.

Pinantan Elementary School is connected with the Westsyde Family of Schools and includes four other elementary schools: Arthur Stevenson Elem., David Thompson Elem., Westmount Elem., and Westsyde Elem. Each of these schools feeds into our secondary school, Westsyde Secondary. While we do not send many students on to Westsyde Secondary every year (between 5 - 6 on average), our students come with a unique set of skills and experiences that represent our strong, rural community.

Pinantan means 'shoe' or 'moccasin' in traditional Aboriginal language. The lake was given this name because its shape resembles a moccasin. The community of Pinantan Lake offers a wide range of outdoor experiences throughout all four seasons. The community is close knit and works together to support one another.

The 2022-2027 School Learning Plan is not the work of one individual but one in which the entire school community has voice and input. From our students, to the parents, to the community, and the staff, we will meet together to formulate what WE want our school to focus on in meeting the needs of our children. WE will also lean on our Aboriginal parents and partners, district coordinators and many other valuable resource people to further enhance our children's opportunities to grow and develop into positive, contributing members of society. Focus will begin to take shape this year around incorporating the Seven Grandfather Teachings into our curriculum as a means to honor and respect the knowledge that our Indigenous peoples bring to Pinantan Elementary.

With a further focus on the four pillars within School District 72's [District Strategic Plan](#), Pinantan Elementary will look to make connections and foster sustainable growth in building connections/relationships, equity, well being and sustainability.

Like our learning updates, we will regularly look at the progress we have made and reevaluate what we need to do to continue to make steady improvement. Looking to build the use of data to drive learning initiatives will become a focus while revisiting our journey for continual school improvement.

### **Learning Partner Engagement Process**

Throughout the coming years, we will look to engage our learning partners in further developing and refining our school plan in the following ways:

- Through regular communication with our Parent Advisory Council, highlighting strategies used to support our goals.
- Providing opportunities for parents/guardians to provide feedback and suggestions.
- Sharing highlights and activities along with ideas that connect to Literacy, Numeracy and Well Being.
- Accessing the wealth of support that our district has to ensure our staff development continues.

# Learning Goal

## **INTELLECTUAL DEVELOPMENT**

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed literacy/numeracy expectations for each level.

## **SCHOOL RESULTS ANALYSIS:**

*\*\*\*Of note, with very small cohorts of students, data analysis at Pinantan Elementary can prove challenging when looking at sets of students. For example, with four (4) grade 7 students this year, our data set can be difficult to interpret. Moving forward, we at Pinantan are looking to establish a more individualized look at data for our students throughout their elementary school years. We will begin to track student growth based on where they are at and continue to track their progress as they move forward each year. A hope will be that we can see patterns and trends of growth and success for each student individually as we can do this with a smaller student population.*

### **Literacy:**

FSA data for the 2021 - 2022 school year has combined reading and writing results together. Pinantan's data (100%) shows positive growth in our grade 4 cohort in comparison to district data (74%) in Literacy; a positive increase of 26%. However, FSA data for our grade 7 cohort (50%) shows a decline from district data (73%) in Literacy; a decrease of 23%. Within the previous four (4) year trend, when broken down into reading and writing, Pinantan grade 4 FSA data shows a decline of 10% and 11% for reading and writing respectively. Conversely, Pinantan grade 7 FSA shows an increase (gain) of 15% and 9% for reading and writing respectively.

When analyzing the Primary Reading Assessment Data, our grade 1 cohort in the 2021/2022 school year showed a 9% increase over district data, our grade 2 cohort showed a 6% decrease, while our grade 3 cohort showed a 7% increase. Looking at Literacy through an indigenous lens, Primary Reading Assessment levels indicate

strengths in grade one and three with a decrease at the grade two level. Grade one indigenous students are performing at 100% meeting or exceeding expectations, grade two at 33% and grade three at 100%.

**Update (June 2023):** Utilizing two metrics (FSA & PRA Data) for the 2022 - 2023 school year, our Grade 4 cohort (8 Students) maintains the positive growth we saw from the previous years FSA data with 100% of our students meeting or exceeding which maintained a positive increase of 25% over district data. FSA data for our Grade 7 cohort is also showing up in a positive growth direction with a 17% increase in students meeting or exceeding expectations, bringing us to within 2% of district averages. However, while the five year trend shows a 26% increase for Grade 4 students, we still see a five year trend that is 13% below our district average. Our Primary Reading Assessment data for Grades 1 - 3 shows 75% of our students meeting or exceeding expectations. Within this data, 65% are exceeding expectations.

**Numeracy:**

Numeracy FSA data indicates some decreasing trends in both the previous year (2021 - 2022) and over the four year trend. Pinantan's data (50%) shows a 14% decrease in comparison to district data (64%) for our grade 4 students. Further to this, our four year trend for grade 4 students suggests a 9% decrease in comparison to district data. Within our grade 7 cohort, we were identical to district data (57%), while the four year trend indicates a 19% decrease in comparison to district data. Our diverse learning cohort data suggests our grade 7 students are doing well with 100% meeting or exceeding expectations when compared to 31% of our diverse learners district wide.

**Update (June 2023):** With some great new initiatives and a school wide focus on Numeracy, current data suggests both some positive growth and some areas for focus moving into the next school year. FSA data for our Grade 4 cohort suggests that 75% of our students are meeting or exceeding expectations, trending 12% above district averages. We also see a 9% increase in relation to our 5 year school average. However, our Grade 7 data suggests 0% of our cohort (4 students) are meeting or exceeding, a drop of 62% when compared to district level data. As would be expected, this brings our five year average down to 33%, 30% below our district counterparts.

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary \(2021 - 2022\)](#)
- [Data Appendix for Pinantan Elementary \(2022 - 2023\)](#)

**Overall:**

Given the current analysis of our school data sets and disaggregating the data based on certain assessment data and cohort groups (whole school, grade leveled, indigenous and non-indigenous, diverse and non-diverse learners), we as a staff believe our focus for the [2023/2024 school year will continue to be around development in the area of numeracy](#).

While we are seeing a decline in both literacy and numeracy, and keeping both as a central focus to pedagogical instruction, we also feel that our previous five year growth plan had a learning goal focused on literacy. This gives us a foundation and an opportunity to refocus on numeracy in the first few years of our 2022 - 2027 school growth plan.

**SCHOOL GOAL:**

**Focusing on core competencies and foundational numeracy (math) skills, students will meet or exceed numeracy expectations.**

**AREAS TO CELEBRATE:**

- Indigenous students are performing above district level averages in grade 4.
- Diverse learners are performing well above our district level averages in grade 7.
- [100% of our indigenous students are meeting or exceeding grade level in grade 4. Although not the same cohort of students, this is a 50% increase in our indigenous population as being on track or extending.](#)
- [Our indigenous population in grade 4 are on par with our non indigenous population.](#)

**AREAS TO GROW:**

- [We had a 62% drop for our Grade 7 cohort when compared to the remainder of the Grade 7s in our school district \(which keeps us 31% below the district when compared across our five year trend\).](#)

**OBJECTIVES:**

Given the sharp decrease in the four year trends for numeracy at both the grade 4 and 7 level, developing an understanding for where each student is at in terms of mathematical knowledge becomes paramount. Once we can gauge where students are at, which skills they demonstrate strengths and stretches with, targeted instruction/interventions can be put in place to support growth for all students. This should ensure an increased proficiency in both mathematical reasoning and its

translation to numeracy tasks for all students. Our objectives will remain the same in the coming 2023 - 2024 school year as we have made some positive progress and traction in many areas of our numeracy instruction. Adding to this objective, we have centralized our focus on vertical non-permanent surfaces in each classroom as a means to destigmatize the feelings of making mistakes in our numeracy through process and mathematical calculations, thus building a growth mindset (a focus in our Well Being Goal for the upcoming 2023 - 2024 school year).

### **SCHOOL STRATEGIES:**

#### **To improve in numeracy, we will (classroom practices):**

- ❖ build common language throughout the school (is an area we are just in the process of developing)
- ❖ encourage a mathematical mindset for our learners (accessing the work of Carol Dweck and a Growth Mindset is a 2023 - 2024 goal)
- ❖ implement a fall and spring school based math assessment to support needs and instructional practices (with a district level assessment in the pilot stage, we hope to hear more about how we can leverage this assessment to both formally understand where students are to begin the year, thus planning for supports accordingly, and subsequently assessing at the end of the year to track a year of growth for each of our students)
- ❖ utilize the District Numeracy Assessment (DNA) (to inform areas of concern and leverage areas of strength when developing curricular planning and supports)
- ❖ numeracy/math will be highlighted within our parent community through newsletters, student work (addition of a problem of the week to be shared, completed and returned to the school will promote families to engage in the learning with their child(ren))
- ❖ continuing to look at what we have/what we need to support our learners (ex. manipulatives, hands on learning opportunities, whiteboards) - and to purchase more of the items that will support the learning process
- ❖ incorporate First Peoples Principles of Learning & the Seven Grandfather Teachings into daily math and numeracy lessons

#### **To improve classroom practices, we will (PD strategies):**

- ❖ access our district numeracy coordinators to support classroom instructional methodologies surrounding numeracy and mathematical skill sets (the 2023 - 2024 school year offers Pinantan with an opportunity to build off of the work shared by our numeracy coordinators and district level professional development)
- ❖ provide staff meeting collaboration time to build common practices, common language, resource exploration/sharing
- ❖ offer opportunity to take part in professional development through the use of Peter Liljedahl's work: *Building Thinking Classrooms in Mathematics* (we plan



to continue to develop and utilize the learning from Peter Liljedahl's work)

- ❖ ensure we are utilizing our Non Instructional days to support numeracy
- ❖ generate collaboration time for staff to focus on sharing their 'Best Practices'

**To improve in grade-to-grade transitions, we will:**

- ❖ through data collection, develop targeted small group intervention within the classroom and through the use of LART supports
- ❖ ensure we are utilizing our data to support and guide instructional practices

**To improve Aboriginal student learning, we will:**

- ❖ **continue to** ensure we bring the seven grandfather teachings into our math and numeracy instruction
- ❖ make connections to real life math problems within the context of these teachings
- ❖ utilize our AEW in classroom settings to support improvements in numeracy and mathematical mindsets for all of our learners (we are hopeful to have an AEW in place prior to the 2023 - 2024 school year as this was an area that challenged our practices this year at Pinantan, including the ability to best meet the needs of our indigenous population)

**To improve in learning, we are ensuring that our resources meet our students' needs:**

**1. Curriculum Resources**

- a. math and numeracy inventory within the school to see what we have/what we might need to achieve success
- b. target learning resources for math and numeracy for the year
- c. ensure classrooms have complete sets of the necessary tools and manipulatives

**2. Human Resources**

- a. invite district personnel to support students and staff moving forward

**3. Field Trips**

- a. invoke opportunities to learn on the land where mathematical and numeracy concepts can be practiced (building a focus of learning on the land into our academic areas of focus)

***Strategies mentioned above are in alignment with and support Numeracy strategies as laid out in the District Strategic Plan.***

**Evidence and Next Steps:**

Opportunities to have a look at how strategies are being used and their effectiveness will be planned throughout the year. Utilizing staff meeting time (at least once a month), review of goals with our PAC and through the use of our school newsletters, we will revise and revisit our numeracy goal. Evidence will be obtained through Provincial Data (FSA), District Data (DNA), and School Developed Assessments (Foundational Math Assessment) among other forms of evidence collected through classroom activities.

Many of the ideas identified as updates to our 2022 - 2023 school growth plan (highlighted as BLUE text) will support areas where we can both collect evidence and make next steps a priority.

## Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/Two or More Adults Who Care

### HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

### SCHOOL RESULTS ANALYSIS:

As we are a small, rural community school which often has masked data sets, it is challenging to glean accurate results that are reflective of the school population. As well, Pinantan Elementary is once again experiencing staff turnover resulting in students having to adjust to a new teacher and support staff member. Therefore, it is imperative that we support all students in feeling a sense of belonging, feeling welcome, safe and valued by making sure that all students feel connected to the adults in the school.

When referencing our school based data, we find that 75% of our students from the Student Learning Survey feel welcome, safe, and that the adults care about them which is 9% higher for both feeling welcome and adults caring and 4% higher for feeling safe when compared to district data. Within a five year trend, the increases are smaller in nature and drop off in terms of feeling safe by 8%. Further to this data, only 50% of our students indicated that they had a sense of belonging which is 2% less than the district average and a 7% decrease across the five year trend. [In a recent \(March 2023\) school based survey, we asked our 47 students if they felt as though they belong at the school \(DO YOU HAVE A SENSE OF BELONGING\). We had all 47 students respond with only 2 students feeling as though they did not belong. Upon further investigation with these two, we learned that their idea of WHAT IS BELONGING was not fully developed. A goal moving into 2023 - 2024 will be to have a school wide focus of understanding what BELONGING means. Further investigation here is needed as well, as our Student Learning Survey of our Grade 4 and 7 populations \(12 students total\) indicate that three of our students did not feel a sense of belonging. This is different when compared to](#)

our school based survey. Our DEWRS Data also suggests that only half (50%) of our student population indicates they feel a sense of belonging. As two of these pieces of feedback (Student Learning Survey and DEWRS) are done as a class and the recent school based survey was done one on one, we wonder why there is such a variance?

In all areas (feeling welcome, sense of belonging, feeling safe and adults caring), we believe these numbers are below an acceptable level with a goal that all of our students feel welcome, safe and connected to their school. If we disaggregate the data further with such a small student population, we find that 38 out of our 49 students (from the 2021/2022 calendar year) feel welcome, safe, and have an adult that cares about them, which equates to 75%. However, 11 of our students do not feel this, which is not acceptable in these areas.

The largest area of concern here is students who feel they have a sense of belonging. With only 50% of our students (around 25) feeling a sense of belonging, half of our student population is telling us they have little connection to the school and the learning environment. This missing sense of well being (belonging) can create challenges for our students in the learning environment and our Pinantan Elementary community.

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary](#) (2021 - 2022)
- [Data Appendix for Pinantan Elementary](#) (2022 - 2023)

#### **SCHOOL GOAL:**

**To curate a positive, respectful, inclusive environment where all **students** feel a strong sense of belonging.**

#### **AREAS TO CELEBRATE:**

- Within our diverse learner population, many of our students indicated that they felt a sense of feeling welcome, safe, and that adults cared about them.
  - 100% feel welcome and that adults care

#### **AREAS TO GROW:**

- The need for a sense of belonging (**while this was an area to celebrate, redefining what belonging means at Pinantan Elementary will be further explored for best understanding. How this correlates to feeling welcome and how we can leverage that welcoming feeling will be explored.**)
- Within our non diverse student population, the feeling that adults care (only 71% felt adults care)

## **SCHOOL STRATEGIES:**

### **To improve in well being (belonging), we will (classroom practices):**

- ❖ foster and curate healthy learning environments through the use of SEL practices (ex MindUp, EASE, WITS), Health Literacy and Trauma Informed Practice
- ❖ honor all learners and their differentiated learning requirements
- ❖ embed the Seven Grandfather Teachings and First Peoples Principles of Learning throughout the classroom
- ❖ make connections with students a priority (examples of connections include meeting students and greeting all individually in the morning - with a small school this can be accomplished)
- ❖ promote and encourage extra curricular activities at lunch, after school
- ❖ Embark on the use of BOKS, Zones of Regulation and building a growth mindset will be central to the 2023 - 2024 school year

### **To improve classroom practices, we will (PD strategies):**

- ❖ devote Non Instructional time to exploring different SEL practices (staff collaboration to utilize Zones of Regulation & Growth Mindset for 2023 - 2024 school year)
- ❖ invite SEL district leads to support our staff (being a small school, perhaps joining another school for such opportunities)

### **To improve in grade-to-grade transitions, we will:**

- ❖ develop a RTI model to support students
- ❖ ensure staff have a chance to connect and share what works/what does not work with students within tier 2 & 3 of the RTI model
- ❖ create a school based student learning survey that focuses on our learning goal as well as our well being goal

### **To improve Aboriginal student learning, we will:**

- ❖ utilize the welcome song over the PA system on Mondays
- ❖ create an aboriginal bulletin board to celebrate
- ❖ indigenize the learning environment (Accessing the Seven Grandfather Teachings through a PBIS approach)
- ❖ access for students to a culture club

**To improve in learning, we are ensuring that our resources meet our students' needs:**

**1. Curriculum Resources**

- a. work with staff to ensure they are trained in an agreed upon SEL resource to support students ([Zones of Regulation](#)). This will ensure we have a common language/approach with all of our students.

**2. Human Resources**

- a. access district personnel to support developing a sense of belonging for our students.

**3. Field Trips**

- a. invoke opportunities to learn on the land

***Strategies mentioned above are in alignment with and support the Human & Social Development strategies as laid out in the District Strategic Plan***

**Evidence and Next Steps:**

Opportunities to have a look at how strategies are being used and their effectiveness will be planned throughout the year. Utilizing staff meeting time (at least once a month), review of goals with our PAC and through the use of our school newsletters, we will revise and revisit our wellbeing goal. Creating a PBIS committee and rolling out initiatives in support of PBIS will be a year long endeavor. Evidence will be obtained through Student Learning Surveys (School Based), the DEWRS survey, School Based SEL Student Survey, Student Core-Competency Self-Reflection, and other forms of evidence collected through classroom activities.

# CULTURAL & IDENTITY GOAL

## CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

**DISTRICT GOAL:** Every learner will feel safe and thrive personally and culturally.

**DISTRICT OUTCOME:** Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

**DISTRICT OBJECTIVE:** Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

### SCHOOL STRATEGIES:

While not a direct goal within our growth plan, cultural and identity development is paramount for all learners as individuals. When we focus in this area, students feel safe and welcome, which will elicit a strengthened sense of belonging. As such, some activities that we will take part in and celebrate will include:

- Orange Shirt/National Truth and Reconciliation Day
- Pink Shirt Day
- Equity Month
- Black Shirt Day
- Day of Suwentwecw
- Pride Day

### Evidence and Next Steps

Not applicable for the 2022 - 2023 school year