

Update: September 15, 2024



# Pinantan Elementary Annual School Learning Plan 2024-2025

Final Draft Due: September 17

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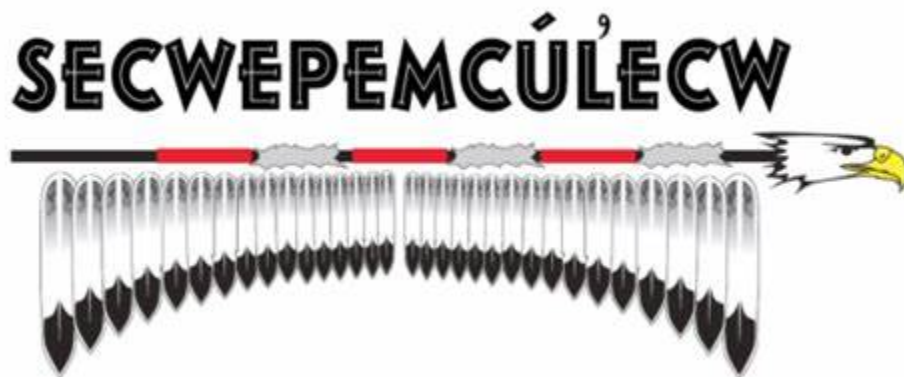
## Acknowledgement

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 four classrooms and supported by 10 staff, 70 students (up 20 students in one year) 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 five (5) 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 2023 - 2024 school year has been put together to reflect literacy as a whole. 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%. FSA data for our grade 7 cohort (100%) brings our three year trend to 72% which is on par with our school district data.

When analyzing the Primary Reading Assessment Data, our grade 1 cohort in the 2023 - 2024 school year showed a 20% increase over district data, our grade 2 cohort showed a 13% decrease, while our grade 3 cohort showed a 17% increase. When looked at through a cohort lens, we see that our Grade 1 and 3 students are trending above their district counterparts, while our grade 2's are trending below. Looking at Literacy through an indigenous lens, Primary Reading Assessment levels indicate strengths in two of our three primary grade levels. Grade two and three indigenous students are performing at 100% meeting or exceeding expectations.

**Numeracy:**

With some great new initiatives and a school wide focus on Numeracy, current data suggests both some areas of celebration and positive growth along with some areas for focus moving into the next school year. FSA data (2023 - 2024) for both our Grade 4 and 7 cohorts suggests that 100% of our students are meeting or exceeding expectations, bringing our three year trend to 13% above district averages for grade 4. However, while our grade 7 data suggests 100% meeting or exceeding expectations for the 2023 - 2024 school year, our current three year average is still trending 4% below district averages.

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary](#) (2023 - 2024)

**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 2024/2025 school year will continue to be around development in the area of numeracy.

While we are seeing an increase in numeracy, and keeping both numeracy and literacy as a central focus to pedagogical instruction, we feel that our previous five year growth plan has been successful at focusing on literacy. Our plan is to solidify our pedagogical instruction around numeracy this year and then possibly shift our focus to professional development and growth in the area of literacy. This gives us a foundation and an opportunity to refocus on both literacy and numeracy in the first few years of our 2022 - 2027 school growth plan.

**SCHOOL GOAL:**

**Focusing on developing critical and reflective thinking within numeracy (math) skills, students will meet or exceed expectations.**

**AREAS TO CELEBRATE:**

- Indigenous students perform above district averages in grade 4 and 7.
- 100% of our indigenous students are meeting or exceeding grade level in both grades 4 and 7 using the FSA data as our metric. Although not the same cohort of students, this is a 50% increase in our indigenous population as being on track or extending.
- Our student population on the whole in both grades 4 and 7 are demonstrating 100% meeting or exceeding expectations. For the 2023 - 2024 school year

this is 40% and 56% greater than district data suggests (grade 4 and 7).

### **AREAS TO GROW:**

- We continue to need to focus on strong pedagogical instruction to support our upper intermediate grade levels.
- Use of the Number Sense Assessment (NSA) as a required numeracy assessment at the Grade 1 - 3 level will support areas of growth indications for our primary aged students. We will then be able to look at strategies and support for students as these sub - populations move through their formal school years.
- As the District Numeracy Assessment (Grade 5 & 6) supports indicators of both Critical and Reflective Thinking, working with this subpopulation to better understand how they can best share their thinking and examine their thinking and reasoning skills is needed.

### **OBJECTIVES:**

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 critical and reflective mathematical reasoning and its translation to numeracy tasks for all students. Upon looking at our data sets, while we continue to see growth in numeracy successes for all of our learners, a central focus (objective) for the school will be in addressing the gaps in learning for our aboriginal and diverse learner sub - populations who are trending slightly below our non aboriginal and non diverse learners.

### **SCHOOL STRATEGIES:**

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

- ❖ building a 'where we would like to see each grade level of learners be' continuum throughout the school
- ❖ 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 (we will utilize the Number Sense Assessment as a role out activity in September to assess where each of our students are at and what interventions or areas of support are needed. This will help guide our practice for strong foundational skills in numeracy in our primary grade levels)
- ❖ 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
- ❖ 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
- ❖ the school will look to continue our very successful numeracy days where the community was invited in to work with students in a variety of numeracy related tasks
- ❖ school wide access to the Matific online math program was a very big success in supporting both the development of mathematical concepts but also in making numeracy and math as many students suggested 'fun'. We will look to ensure this program is embedded as an opportunity to further enhance numeracy planning, instruction and practice (use as a support not a strategy)

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

- ❖ continue to access our district numeracy coordinators to support classroom instructional methodologies surrounding numeracy and mathematical skill sets
- ❖ 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 work - moving from a more intermediate centered task and classroom organization to a kindergarten through grade 5 centered organization)
- ❖ 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



**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, sharing of current data, we will revise and revisit our numeracy goal. Evidence will be obtained through Provincial Data (FSA), District Data (DNA/NSA), and School Developed Assessments (Foundational Math Assessment) among other forms of evidence collected through classroom activities. Looking ahead to the 2024 - 2025 school year, information surrounding our numeracy plan, objectives (for sub populations) and strategy successes will be analyzed early in the school year with staff and our PAC will be done in September with regular follow up on how we are progressing on a two or three month cycle. We will also look to establish with our student groups some understanding of how they believe they learn best with the lens of numeracy.

## 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. 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. We are currently waiting for updated data sets from our Student Learning Survey. This information will help to support our movement forward in regards to a sense of belonging.

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 2024) school based survey, we asked our 59 students if they felt as though they belong at the school (DO YOU HAVE A SENSE OF BELONGING). We had all 59 students respond with only 3 students feeling as though they did not belong. Upon further investigation with these three, we learned that their idea of WHAT IS BELONGING was not fully developed. A goal moving into 2024 - 2025 will be to have a school wide focus of understanding what BELONGING means. As a staff, we have begun this work by asking our students what they think the word BELONGING means and will begin to build a collaborative framework with students for a school wide BELONGING concept.

According to our recent DEWRS data set that was administered to our intermediate students, we had 79% of our students state that they always or usually feel a sense of BELONGING. This is an area where we hope to engage our students in building a common conceptual understanding of what BELONGING means here at Pinantan Elementary.

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 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.

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary](#) (2023 - 2024)

#### **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:**

- With a 79% return of students who suggest they regularly feel a sense of belonging (DEWRS survey - Intermediate Students), there is some work to be done here in increasing this sense of BELONGING
- 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).
- For the upcoming 2024 - 2025 school year, we will be looking school wide to define what belonging means and how each student feels we can support this feeling
- 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 (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
- ❖ use of BOKS, Little Spot of Emotion, and building a growth mindset will be central to the 2024 - 2025 school year

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

- ❖ devote Non Instructional time to exploring different SEL practices (staff collaboration to utilize Little Spot of Emotion & Growth Mindset for 2024 - 2025 school year on a more school wide level)
- ❖ 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
- ❖ Promote connections to the Seven Grandfather Teachings

**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 (Little Spot of Emotion). 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:**

Initial evidence suggests that many of our students feel a strong sense of belonging here at Pinantan Elementary. However, as mentioned, having a clear definition of what belonging means may suggest that not all students are feeling this belonging. We continue to build and redefine with our staff and students BELONGING as our next step. We are putting together a working group of students and staff to curate BELONGING at Pinantan as a small rural school community. As such, further opportunities to have a look at how strategies are being used and their effectiveness will be planned throughout the year. In alignment with our school based question and collection of street data here at Pinantan, we will also look to break down further areas where BELONGING may or may not be felt by our students. Focus for this year will be on developing a better understanding of how our Aboriginal students are feeling in relation to this goal. 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