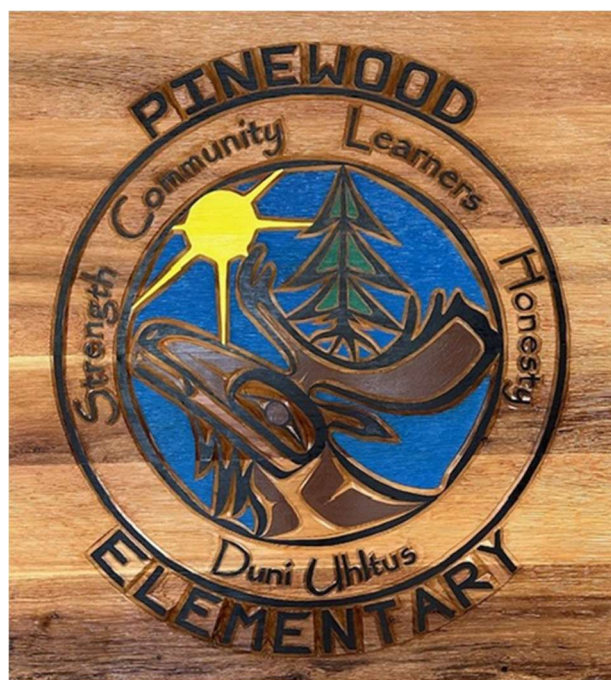


Pinewood Elementary

SCHOOL PLAN FOR STUDENT SUCCESS: 2025-2026

Actions toward our district directions



We are MIGHTY
Management, Identity, Growth Mindset, Helpful, Thinking, Yet

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

"The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all".

Skeh Huhoont'i hodul'eh ti.

Our Vision

- All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission

- Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

- Community: We engage all members of our learning community through open and respectful relationships
- Transparency: We are open honest and accountable for the decisions we make
- Integrity: We are ethical, fair and follow through on our commitments
- Respect: We demonstrate kindness and care for ourselves, others and the environment
- Inclusion: We ensure all students contribute and participate in all aspects of school life
- Equity: We create systems where every student has opportunities and supports to be successful

The First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

About Pinewood

Pinewood Elementary School (SD57) is nestled in a residential community with walking access to over 16 km of nature trails. Along with our students, staff and families, we often have bear and moose visiting our school grounds. We are grateful to be living, working and playing on the unceded ancestral lands of the Lheidli T'enneh.

There are 24 staff members who provide learning opportunities for 184 students from Kindergarten to Grade 7. Pinewood has an extremely dedicated Parent Advisory Council who support our students and teachers in a variety of ways such as hot lunches, fundraising, purchasing materials to enrich student experiences at school. We have a mural on display of our new logo that was created by Clayton Gauthier.

District Directions

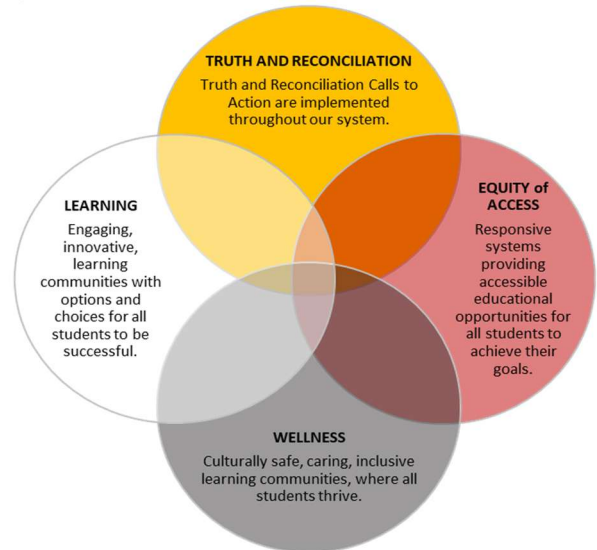
Our School Plan which follows on the next pages, highlights our goals over the next year.

The plan is aligned with the four directions of the district strategic plan

- Truth & Reconciliation
- Learning
- Equity
- Wellness

Specific to each direction are four sub categories

- Student Learning Strategies
- Adult Learning Strategies
- Structural and Systems Changes
- Measures of Success



School Planning Engagement Process

Pinewood will continually review this strategic school plan and its implementation on an annual basis. This review will include a comprehensive engagement process with our school community. Upon completion of our review, we will adjust our strategies to support our school goals.

The continuous improvement cycle will ensure:

- A review of strategy effectiveness
- Through collaboration and communication
 - A review of the data
 - An adjustment to the strategies as a result of the review
- Adjusted plans are implemented
- Staff worked with the school plan at each monthly staff meeting

Strategies for Increasing Engagement;

- Review the ways we engage with our school community
- Regularly update the Parent Advisory Council (PAC) on School Plan for Student Success (SPSS)
- SPSS will be posted on website

Truth & Reconciliation Goal

- Create a systems approach to ensure our staff, students and families know and understand the TRC Calls to Action as they are implemented in our school.

We will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school district. We acknowledge the land we are on and respect the local language and culture of the area.

Student Learning Strategies

- Continue building student knowledge of Indigenous people's history in Canada
- Invite local Indigenous guest speakers and Elders to share their knowledge, perspectives and experiences
- Incorporate the teaching and learning of Truth & Reconciliation into daily lessons and activities
- Increase and/or embed land-based learning in regular instruction

- Learn age-appropriate information about the Calls to Action, residential schools, and Indigenous ways of knowing through the First Peoples Principles of Learning
- Students learn land acknowledgement in Dakelh for daily announcements, assemblies/events

Adult Learning Strategies

- Participation in professional development opportunities
 - District Indigenous Day of Learning
 - Staff attend various sessions offered
- Increased understanding of the 94 Calls to Action
 - Explore child friendly Spirit Bear's Guide to Truth and Reconciliation Commission of Canada Calls to Action from the First Nations Child & Family Caring Society
- Continue to focus on Trauma Informed Practice
- Continue visits from Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- Focus on Standard 9 of Teacher Regulation Branch

System/Structure Change Strategies

- Review the physical space to ensure it authentically and meaningfully provides evidence of the traditional land on which we reside.
- Continue to purchase culturally appropriate resources
- Use classroom circles to enhance classroom communities
- Administer a school-wide Student Learning Survey (K-Grade 7)
- Support the creation of an outdoor learning space

Success Measures

- Success measures will include all learners (all students, all grades, all adults)
- Review attendance data
- Triangulation - Observations, Conversations, Products (Sandra Herbst)
 - pictures, videos, physical pieces that show learning / progress
- Collect data about the number of events and guest that come to our building, number of participants/audience members etc.
- Specific questions from the Student Learning Survey (Grades 4 & 7) with the intent to increase 10% per year
- School Wide Student Learning Survey May 2025
 - 97% of all students are learning about Indigenous Peoples and 92% indicate they are learning about local First Nations
 - 88% of students are learning Dakelh words

Learning Goal

- Increase literacy and numeracy results for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities.

Student Learning Strategies

- Increase opportunities for hands on, project based, and land-based learning

- Increase time spent on teaching & learning life skills
- Use the “Response to Intervention” model to support student needs (i.e. small group & one on one)
- Continue focus on literacy skills
- Focus on fact fluency and number sense
- Support students to become reflective learners and understand where they’re at with their learning and where they need/want to go – help them understand their role (self-reflection/evaluation, goal setting)
- Literacy resources – UFLI, Jolly Phonics, Heggerty, Daily 5, RAZ Kids, Read-a-louds, Literature Circles
- Numeracy resources – manipulatives, math games, number talks, Mathletics, math bins and centres

Adult Learning Strategies

- Review resources for both literacy and numeracy to ensure current and culturally responsive resources are being used with students.
- Review resources to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy
- Intermediate teachers are participating in a pilot project using Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Staff will be working with Jennifer Dionne (District Resource Teacher for Numeracy)

System/Structure Change Strategies

- More inquiry, project based and land-based learning opportunities
- More learning outside of the school, increased connection with people within our community
- Create a data-driven cycle of interventions in literacy and numeracy
- Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- Focus on data dialogue to move from data as information to data that informs actions

Success Measures

- Review SNAP, BAS and Writing Snapshot data
- Triangulation – observations, conversations & products (Sandra Herbst)
- Review of the Foundation Skills Assessment (Grades 4 & 7)
- Review data to show “growth” along with levels
- IEP goals

Equity of Access Goal

- Create a continuum of support to ensure all students have access to personalized learning

Student Learning Strategies

- Allow students to show what they know in a variety of ways
- Differentiate to allow all learners to access learning
- Explain what “equity” is to students and help them learn how to advocate for themselves
- Practicing kindness, respect and empathy, lend a helping hand when others are in need
- Participate in activities and discussions that encourage inclusivity, understanding diverse abilities amongst peers
- Build understanding that “equal doesn’t mean equitable”
- Specific questions from the Student Learning Survey with the intent to increase 10% per year
- Focus on MIGHTY Moose criteria
 - **Management** – How are you managing your time, your emotions, your interactions with others and yourselves?
 - **Identity** – Identifying personal strengths and abilities, recognizing personal values and choices, understanding relationships and different cultures
 - **Growth Mindset** – Understanding that learning is continuous and sometimes it’s hard. You persevere when things are difficult, ask questions for better understanding and put forth your best effort to be successful
 - **Helpful** – Consider ways to help self and others
 - **Thinking** – You are questioning, investigating, analyzing and assessing as you learn. You are open to new ideas and share your ideas with others
 - **Yet** – the power of yet. You have a positive attitude and understand that it can take time to learn new things. I can’t do this...yet.

Adult Learning Strategies

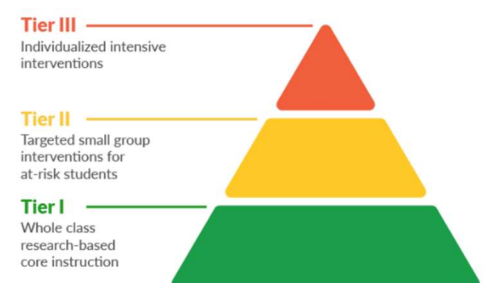
- Increase our connections and communication with students and families to understand how student learning can be supported for all students
- Continue to create a culture of respect, safety, inclusive practices
- Familiarize and stay current on IEP (Individual Education Plan) goals
- Reflect on our ability to recognize diverse learning needs and meet individual needs as much as possible
- Use Trauma Informed Practice strategies

System/Structure Change Strategies

- A place/space where parents and students could come in to start the morning and access supports and services (build relationships)
- Ensure support is available for students
- Administer a school-wide Student Learning Survey (K-Grade 7)

Success Measures

- Triangulation – observations, conversations & products (Sandra Herbst)
- Special focus on using the RTI Triangle as a framework for support
- Academic Interventions & Behavioral Interventions



- IEP goals
- Specific questions from the Student Learning Survey (Grade 4 & 7) with the intent to increase 10% per year
- School Wide Student Learning Survey May 2025
 - 98% of all students indicated they are getting better at reading and 95% are getting better at math

Wellness Goal

- Create a systems approach to support equity, diversity, inclusion and belonging

We believe that in order for students to learn, they need culturally safe, caring, and inclusive learning communities. Now more than ever we need to emphasize the support for mental health, physical health and overall well-being of our students, staff and families.

Student Learning Strategies

- Check-ins with students
- Class circles and class meetings
- Groups / afterschool clubs
- Teaching of social skills
- Teach students about learning in different ways and environments
- Continue with Mental Health Literacy
- Build connections to numerous adults in the building

Adult Learning Strategies

- Enhanced wellness activities
- Enhanced Mental Health Literacy understanding and its implementation

System/Structure Change Strategies

- Continue to work towards providing a sense of belonging for all students through various strategies
- Regular school wide opportunities connected to wellness for everyone – creating community
- Develop ways to collect student voice and feedback to guide our plan
- Develop spaces for connection and socialization that are inviting to all students, families, visitors and staff
- Address racism when it is reported and support anti-racism initiatives by exploring resources to be used in the classroom
- Open Parachute resource is available for all staff to use with students
- Walk and Talks on Mondays and Fridays; students, staff and families walk around the school for a soft start
- Administer a school-wide Student Learning Survey (K-Grade 7)

Success Measures

- Triangulation – observations, conversations and products
- Student Learning Surveys (Grade 4 & 7)
- IEP goals
- School Wide Student Learning Survey May 2025
 - 96% of all students feel they belong at Pinewood

- 96% of all students have adults that care about them at Pinewood
- 98% of all students feel safe at school

Summary

- Our School Plan will be reviewed on an ongoing basis. This review will include engagement with students, staff and parents. During the 2024-2025 school year, we reviewed the school plan at each staff meeting. An overall review of our school plan will be done on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our annual review we will adjust our strategies to support our goals toward the District Directions.

For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](https://gov.bc.ca)
- School District 57 Framework for Enhanced Student Learning Report
- [Framework to Enhance Student Learning- BC Ministry of Education](#)

Pinewood Outcomes: Truth and Reconciliation

We will provide 2024-2025 Student Learning Survey Data once it is available

In Spring 2025, all Pinewood students completed a student learning survey

Figure 1

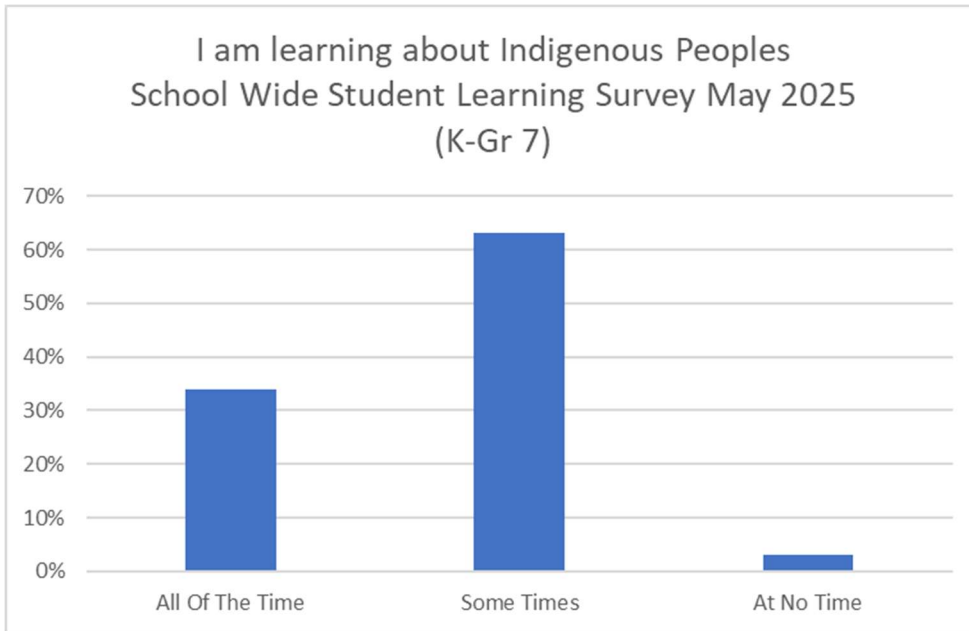


Figure 2

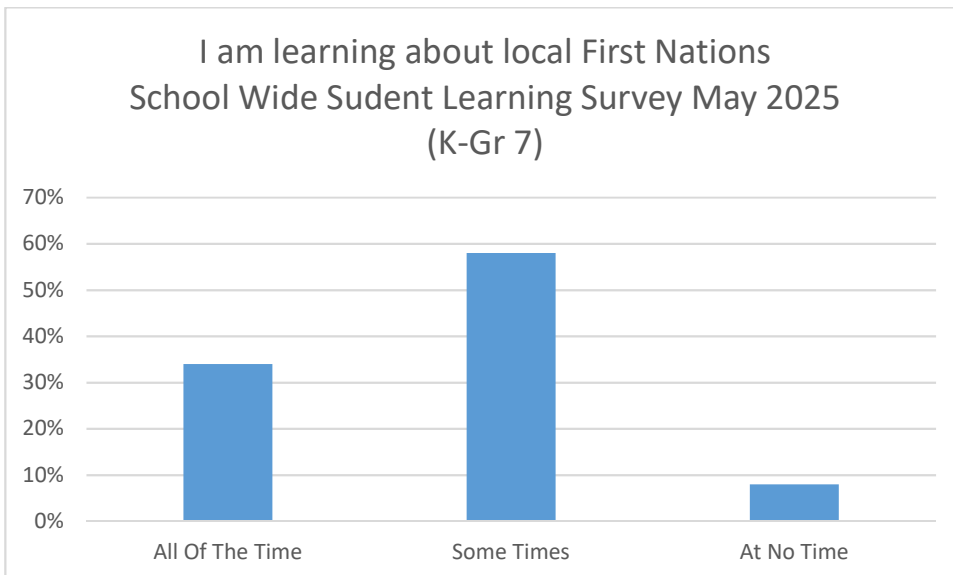
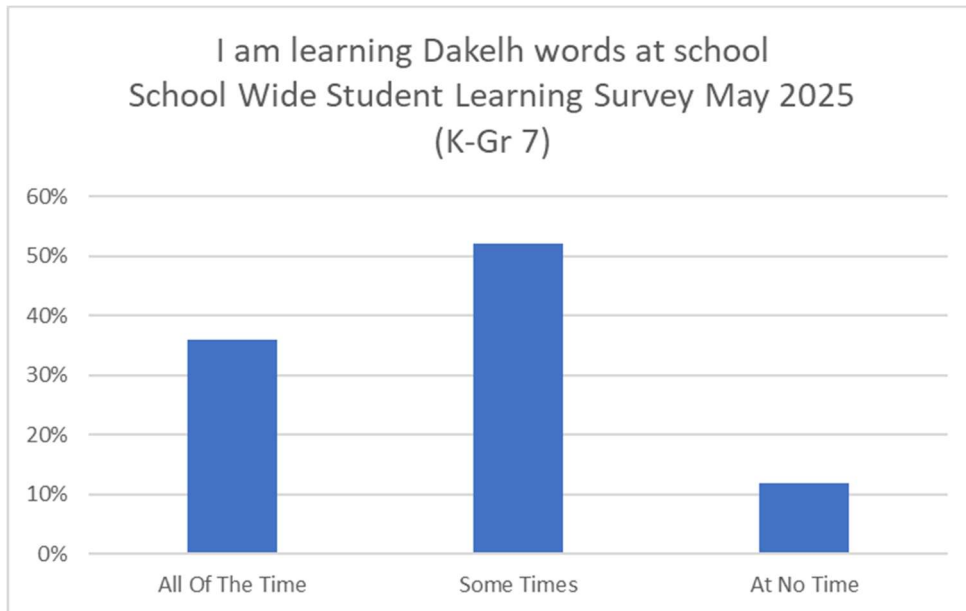


Figure 3



Pinewood Outcomes: Learning

Figure 4 Literacy: BAS (Benchmark Assessment) 2024-2025 – All students

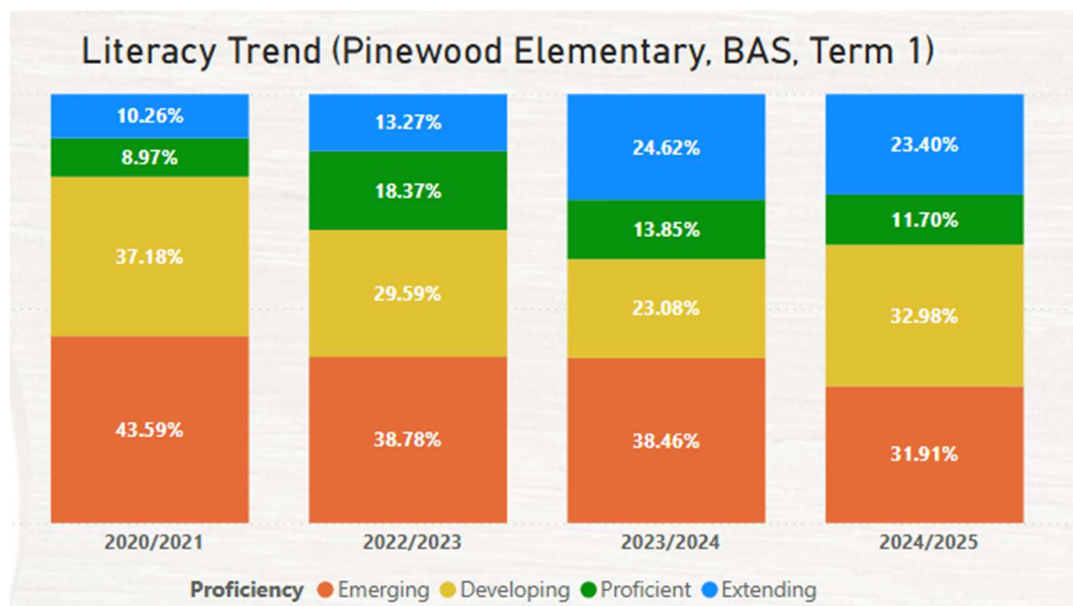


Figure 5 Numeracy: SNAP (Student Numeracy Assessment and Practice) – All Students 2024-2025

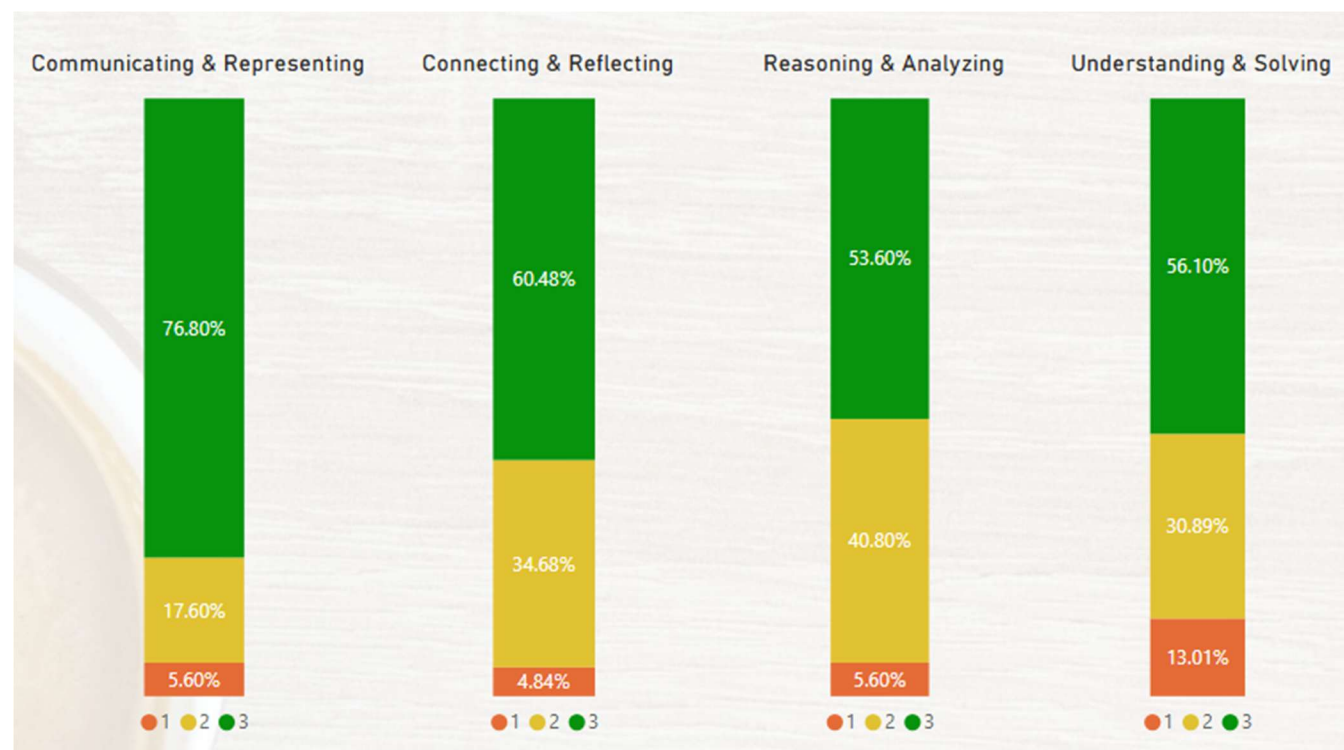
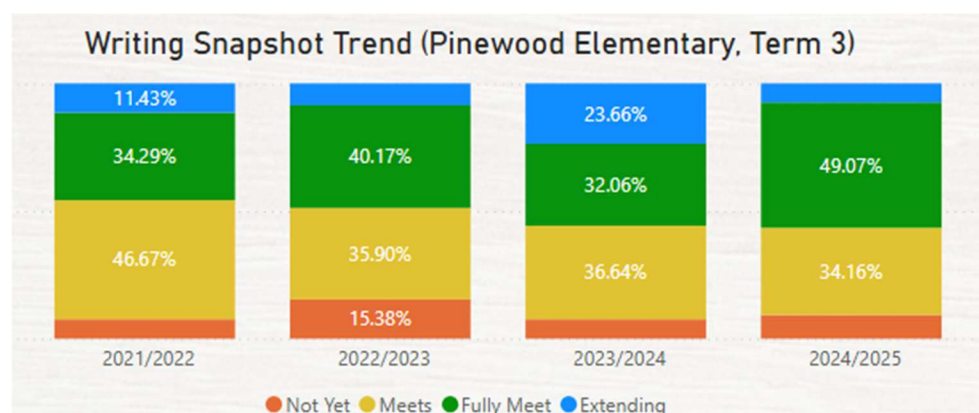


Figure 6 Writing Snapshot 2024-2025 – All Students



Foundational Skills Assessment (FSA) 2024-2025: Literacy and Numeracy – All Students

Figure 7

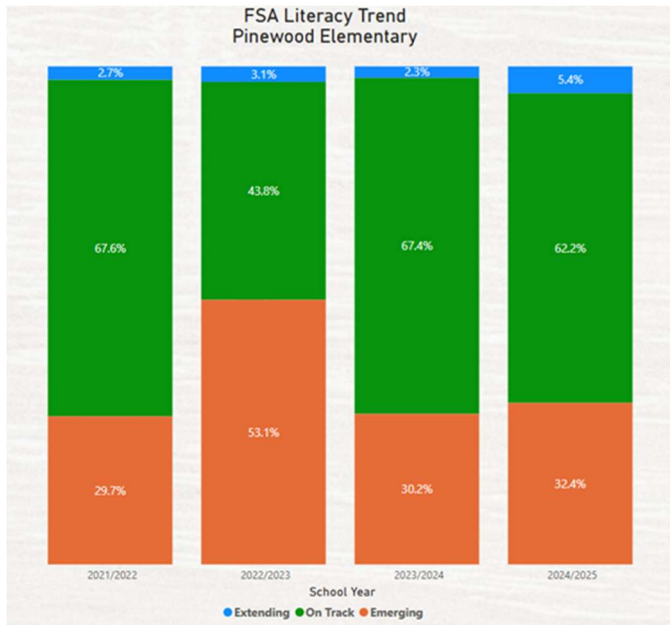
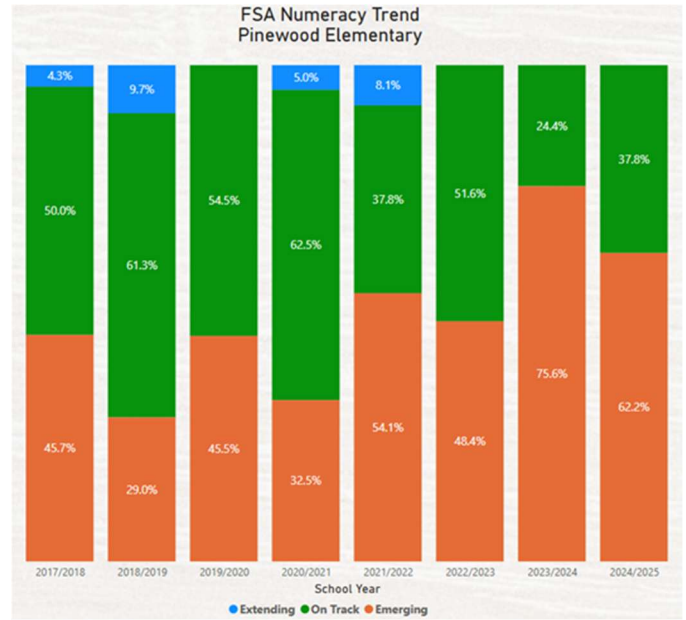


Figure 8



Grade 4 FSA – Literacy and Numeracy

Figure 9

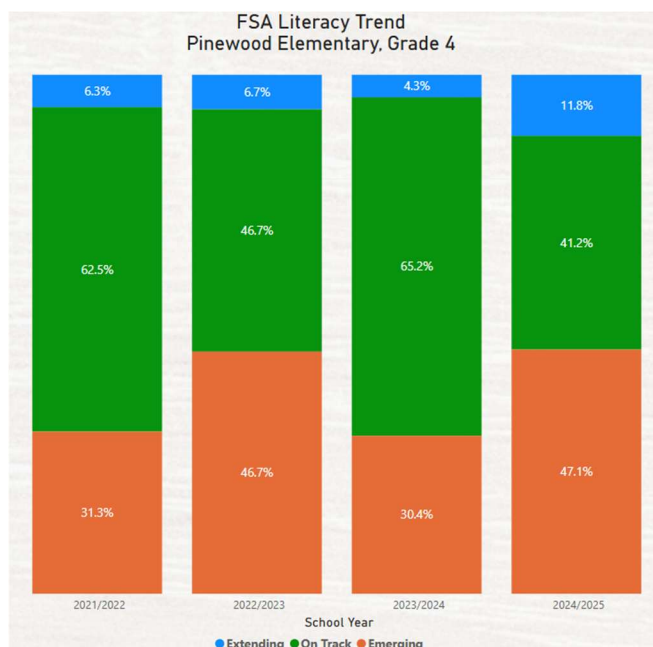
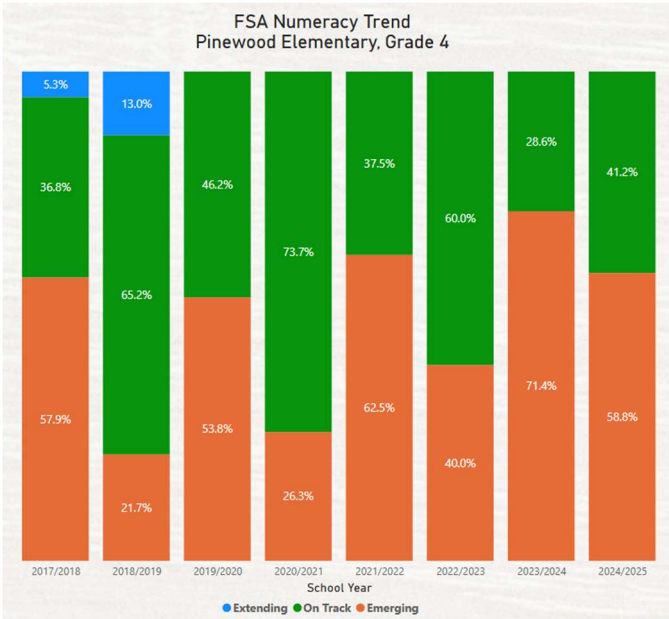


Figure 10



Grade 7 FSA - Literacy and Numeracy

Figure 11

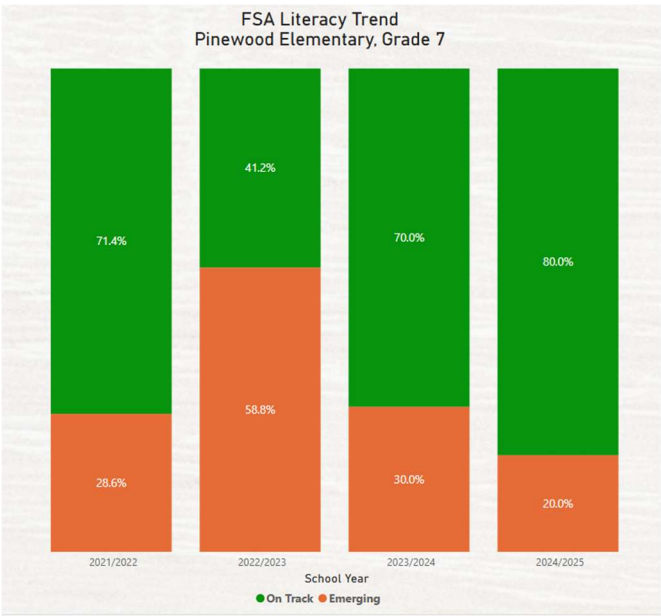
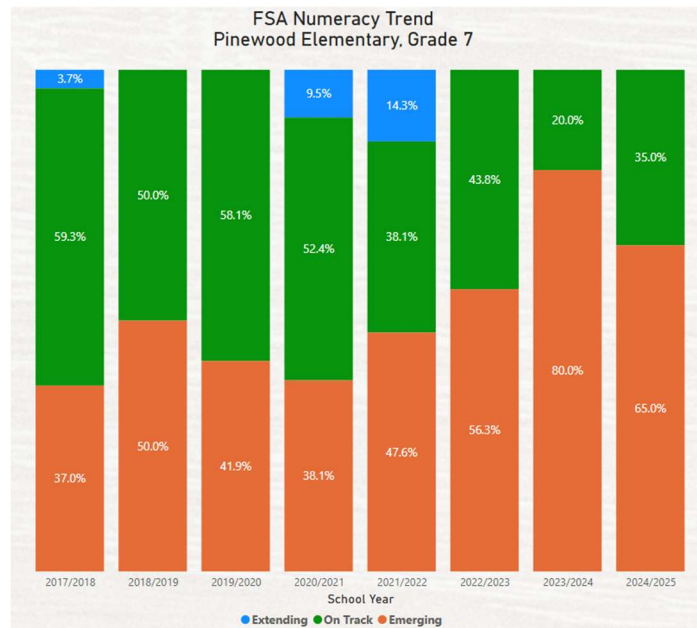


Figure 12



Pinewood Outcomes: Equity

We will provide 2024-2025 Student Learning Survey Data once it is available

In Spring 2025, all Pinewood students completed a student learning survey

Figure 13

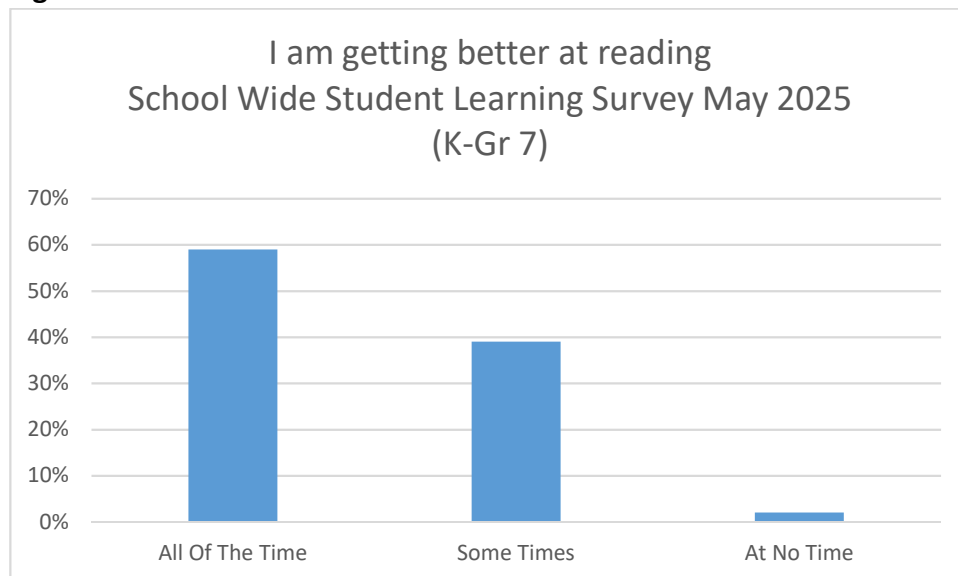
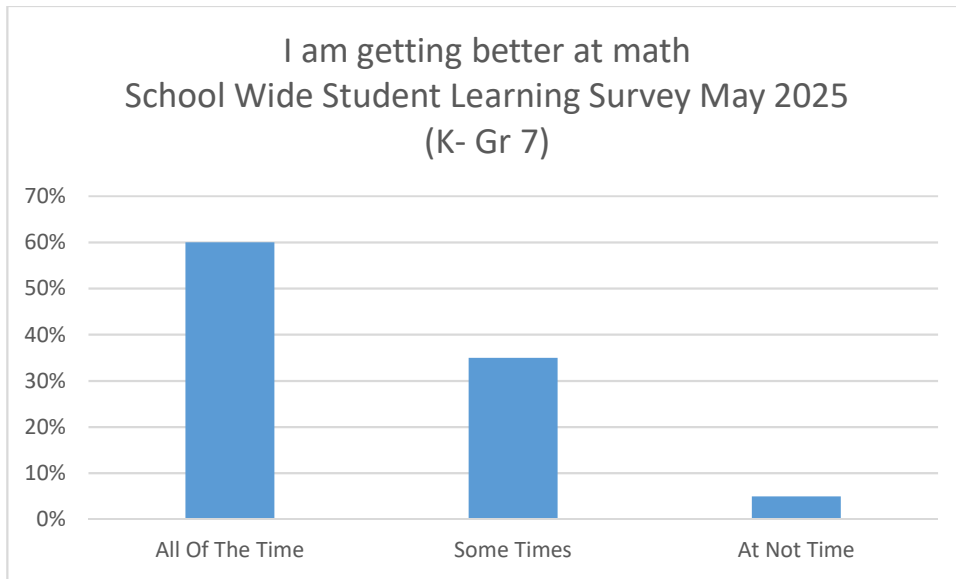


Figure 14



Pinewood Outcomes: Wellness

We will provide 2024-2025 Student Learning Survey Data once it is available

In Spring 2025, all Pinewood students completed a student learning survey

Figure 15

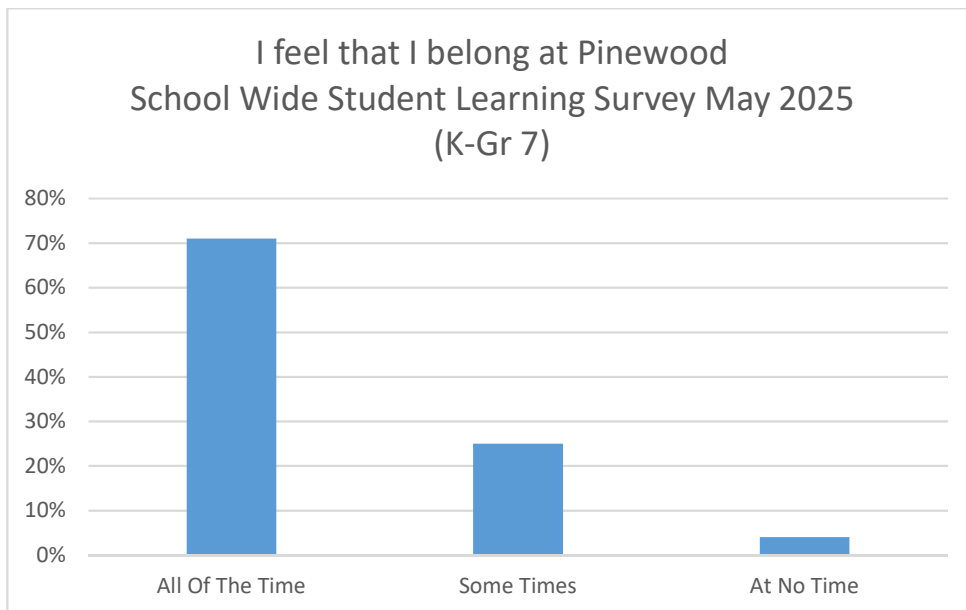


Figure 16

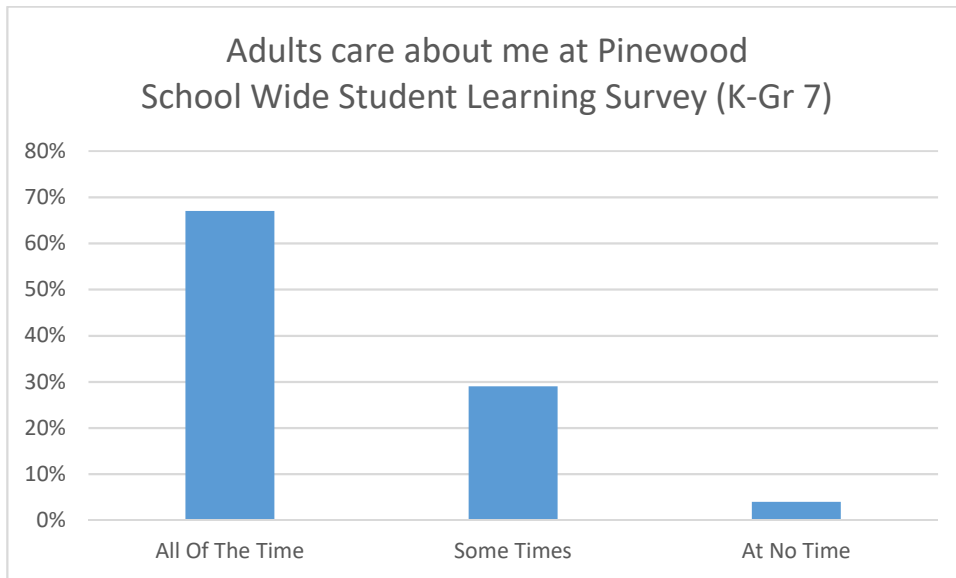


Figure 17

