

Update: June 2023

# Pinantan Elementary Annual School Learning Plan 2023-2024

Final Draft Due:


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](#)





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.

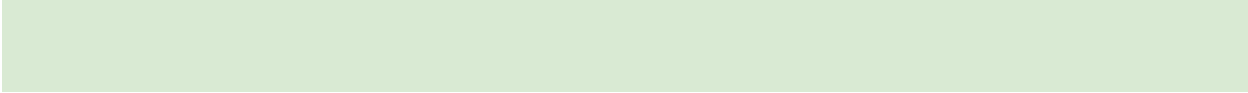
Throughout the coming years, we will look to engage our learning partners in further developing and refining our school plan in the following ways:

- 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.



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.

Every learner will develop competencies and skills to succeed academically.

Students will meet or exceed literacy/numeracy expectations for each level.

*\*\*\*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.*

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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%.

\_\_\_\_\_ : 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.

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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.

\_\_\_\_\_ : 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 \(2022 - 2023\)](#)

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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.



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.](#)

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

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



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'

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

continue to ensure we bring the seven grandfather teachings into our math and

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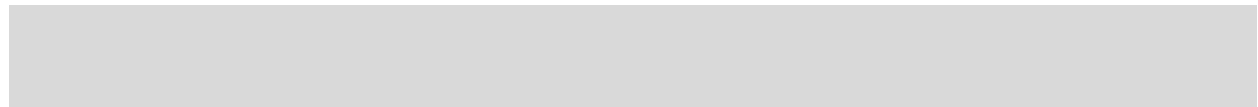
Opportunities to have a look at how strategies are being used and their effectiveness will be planned throughout the year. Utilizing staff meeting time (at least once a month), review of goals with our PAC and through the use of our school newsletters, we will revise and revisit our numeracy goal. Evidence 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.



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 lack of sense of belonging can be seen in the data from the DEWRS and the Student Learning Survey.



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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

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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)

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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

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utilize the welcome song over the PA system on Mondays

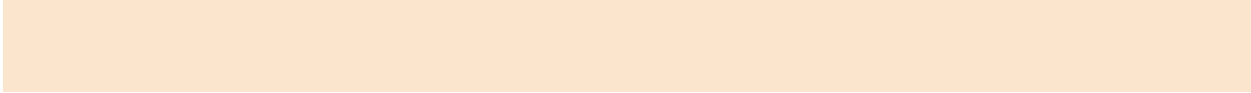
create an aboriginal bulletin board to celebrate

indigenize the learning environment (Accessing the Seven Grandfather Teachings through a PBIS approach)

access for students to a culture club

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- 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.
- a. access district personnel to support developing a sense of belonging for our students.
- a. invoke opportunities to learn on the land



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

Every learner will feel safe and thrive personally and culturally.

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

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

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