



Pineridge School Plan 2024-25

La Bala Sgan

Pineridge Elementary School would like to acknowledge the traditional and unceded territory of the Ts'msyen and Sm'algyax speaking peoples who have been stewards of the land since time immemorial. The land is very important to Ts'msyen peoples and is ingrained in the language and culture. It is also a connection between ancestors, the present and the future. Pineridge Elementary School acknowledges the responsibility to learn about Ts'msyen culture and relationships to the land and will commit to pursuing ongoing learning.

Context:

Pineridge Elementary School is a small school of 7 classrooms with approximately 140 students from kindergarten to grade 5. Our school is situated in Ts'msyen territory and currently approximately 60% of our students are of Indigenous ancestry. There are a variety of Indigenous groups in our student body including: Ts'msyen, Haida, Haisla, Nisga'a, and Gitksan. Our students and families are diverse in terms of culture and what is important to them, and our school embraces diversity and promotes inclusion, while acknowledging the beautiful territory that we live on. We have several ESL students, including students from Ukraine. It is important that students have opportunities to learn about local Indigenous culture, as well as to share and celebrate who they are. We try to provide many opportunities for hands-on learning, such as STEM (Science Technology Engineering and Math) projects, and Outdoor

Classroom time, where many classes take advantage of the beautiful natural surroundings, including Moresby Pond.

The building is a one level school (no stairs) located on the west side of the school district and we can accommodate students with mobility challenges. There is a Strong Start Centre. As well, we have an accessible playground that our PAC and School District 52 worked very hard to fundraise for. There is also Before and After School Care that shares the space with our Strong Start Centre.

Our goals reflect the School District's priorities from the Strategic Plan.

Mission:

“Combining potentials for lifelong learning”.

This year, our staff has continued to work hard to enhance the literacy development of our students, as well as continuing to build a positive school climate where students feel comfortable and connected to the adults that work with them. The values of respect, empathy, growth, and humour continue to lead the way and guide our interactions with students as we support them in their learning. We believe in supporting both social–emotional and academic development in our students. We want to see personal growth for each of our students, as well as help them to develop a growth mindset.

Beliefs:

- We keep our school safe and caring
- We respect ourselves, each other, and the environment
- We take responsibility for our learning
- Learning is fun, active, and engaging!

From these beliefs, we have developed the motto: SUPER (Safe, Understanding, Persistent, Engaged and Respectful).



School Goals	District Priorities
Literacy/equity – all student at Pineridge Elementary will improve their reading skills as well as develop further joy in reading.	Literacy – all students reading at grade level by grade 3
Mental Health: Students will be provided the opportunity to develop skills to persevere through difficult times, ability to self-regulate, have positive connections to adults and feel they belong to the school community.	Mental Health – Building capacity for mental health literacy for students, staff, and families.
TRC and Equity: We will ensure that learning is equitable for all students. Each child is respected and celebrated for who they are. Each child is provided the supports needed for them to move forward. We provide support for our Indigenous students, students in care and students with diverse abilities and disabilities.	TRC and Equity – Strengthen our commitment to truth and reconciliation.



Goal(s):

#1 Literacy: Every student at Pineridge Elementary will improve their reading skills as well as develop further joy in reading.

Objectives:

- 1) Every student improves in their reading by one or more grade levels.
- 2) Every student who is not yet reading at grade level receives appropriate intervention to improve their reading scores by one or more grade level.

#2 Resiliency:

- 1) **Mental Health:** Students will be provided the opportunity to develop skills to persevere through difficult times, ability to self-regulate, have positive connections to adults and feel they belong to the school community.
- 2) **Equity:** We will ensure that learning is equitable for all students. Each child is respected and celebrated for who they are. Each child is provided the supports needed for them to move forward. We provide support for our Indigenous students, students in care and students with diverse abilities and disabilities.

Structures and Strategies: (What we did this year)

Goal #1: Literacy

- **Literacy blocks:** classroom teachers work with our Learning Services Teachers, to provide instruction and practice at students' literacy level, including early literacy intervention, guided reading, literature circles and literacy centres
- **Extra practice and support** provided in focused areas for students i.e.: alphabetic knowledge, phonological awareness, phonics, vocabulary, fluency and/or comprehension (within classrooms). Many students received individual or small group support.
- **Learning Services:** Direct and/or consultative support for struggling readers and worked with ELD students to build vocabulary.
- **Instruction Focused on Decoding:** Primary Classes used the Flyleaf series and other decodable resources as we move our focus to encourage students to sound out new words, rather than by guessing based on picture cues.
- **Phonological Awareness Instruction:** focus in younger primary classes on this as a whole class and for intervention where needed. Heggerty resource was used by many of the teachers.
- **Alphabetic knowledge:** a school team consisting of the District Psychologist, Learning Service Teacher, and educational assistants worked to provide tier 3 support for several of our students from grades 1-5.

- **Technology:** use of I-pad and appropriate apps for some students with learning disabilities and/or communication support. Use of translator apps for our new Canadians (from Ukraine and other countries)
- **Library** - Our library is an inclusive and welcoming space that honours Ts'msyen language and culture. Families, including those from our StrongStart program have been welcomed into our library through shared events such as weekly library sessions, Holiday Open Houses, as well as our Spring Book-Tasting Cafés. The community space highlights photos, artwork, and stories to celebrate students' voices. Each month, there are new book displays to spark interest and support classroom learning, highlighting our local Seasonal Rounds as well as other community and cultural events. Instruction in our library has centred on strengthening literacy and language skills for all learners, supporting students' growth as confident readers and writers.
- **Library collection:** With support from Wap Sigatgyet, we are grateful this year to have received funding from The Prince Rupert Port Authority and AltaGas to help expand our collection with new books and resources that honour Indigenous voices and worldviews. T'oyaxsut'nüüsm!
- **Literacy activities embedded in experiential learning** i.e., STEM projects, outdoor learning, technology
- **Book Fairs:** helped to create lots of excitement around getting new books!
- **Family night** with focus on reading – Flashlight Thursday.



Goal #2: Resiliency: Mental Health, and Equity (what we did this year)

- **Social/Emotional Learning and Strategies/Mental Health:** This continues to be a very important focus with many of our students needing this support. Some examples of what we do in the classrooms:
 - Creation of the “Ocean Room”, where students, with an adult, can go for either a movement break or a quiet break.
 - Mindfulness challenge. As a school community, we are noticing more of our students coming to school stressed or dysregulated. A new study suggests that mindfulness education – lessons on techniques to calm the mind and body – can reduce the negative effects of stress and increase students’ ability to stay engaged, helping them stay on track academically and avoid behavior problems. Over the course of 3 weeks, the entire school we met daily in the gym and practiced meditation. We continued to meet every other week for the rest of the school year.
 - Gardening project – each class is responsible for a planter. They must care for their plants and learn about how living things grow when you take good care of them.
 - Doing kind acts for others, school behaviour focus on U is for Understanding and R is for Respectful.
 - WITS (Walk away, Ignore, Talk it Out, Seek help),
 - Second step was thought to several classes this year as well as we thinkers.
 - Zones of Regulation, OT working with students on self-regulation, brain breaks, yoga/mindfulness breaks.
 - Nature walks.
 - Break with the principal – every class has a break card. Students know they can request the come and spend time using the tools in the principal’s office if they require a quiet time.
 - A small group of students are involved with swimming lessons to help them build connections with one another, work on self-regulation, develop gross motor skills, build confidence in themselves and their achievements, develop a growth mindset, learn a lifelong skill in swimming, follow a plan and being part of a group.
- The school counsellor worked with several classes using the EASE program or Second Step including helping student develop their Worry Toolbox.
- We participated in National Day of Truth and Reconciliation to bring awareness of the effects that residential schools have had on our Indigenous Families.
- Pink Shirt Day with emphasis on being kind to others and celebrating differences. As well, our school counsellor was very busy supporting both individual students and groups.



- **Special School activities:** Throughout the year we organized special activities such as: Cardboard Day Challenge, School Spirit days, field trip to community partners (port interpretation centre, museum, the acropolis manor, recreation department, library, etc.) These days help to develop a sense of trust and community, including developing positive relationships between staff and students and not to mention fun!
- **Breakfast at school:** Pineridge students have a warm and welcoming breakfast room. This year, they were treated to a variety of cold and warm breakfast options. Most popular day of the week was pancake day. We also hosted a school wide pancake breakfast.
- **Special lunch with the principal:** For the second year in a row, from January to March, the principal hosted lunches for every classroom. Students were allowed to invite family members to join them. These lunches were a hit!



- **Drumming:** This continues to be a great opportunity for all our students to feel pride and confidence. We were lucky to have Marlene Clifton with us a few times this year. She was able to remind us how important and special all our children are.



- **Connecting to Culture/Truth and Reconciliation:** Many experiences throughout the year helped students connect to culture and develop students' awareness of how we are moving forward with Truth and Reconciliation. It is embedded in our everyday teaching.
- **Museum Trips:** Many of our classes did field trips to the museum to participate in the many great learning opportunities there.
- **National Indigenous Peoples' Day:** This year, we had a full day of activities. In the morning, students rotated between 5 stations learning about salmon berries, family traditions, food preservation, button blanket, drumming and fried bread. In the afternoon, we hosted The Metis Dancers for a school performance.



Resources: Our library staff has continued to include more authentic Indigenous resources in our library collection and highlight these appropriately.

- **Connecting with and Supporting Families:** The school team (Principal, Secretary, Indigenous Family Resource Worker, Learning Services Teachers, Classroom teachers) collaborate frequently to review students/families that are needing support. The Indigenous Family Resource Workers plays an important role in connecting with our families.
- **Building School Community:**
 - Meet the staff evening
 - Lunch for families
 - Winter concert
 - Flashlight Thursday
 - Open house in the library
 - Incentive to attend students led conferences (65% participation)
 - Family evening dance
 - Cake afternoon
 - Book club café
- **Chess Club:** Once again Mr. Martin hosted a Friday afterschool chess club, which was very popular with about 20 students. There are some very keen players and even some younger students joined!
- **Bracelet club:** grade 4 and 5 girls met on Wednesday to have lunch together and create beautiful bracelets for themselves or for a friend.
- **Leadership Opportunities for Students:** Our older students had many leadership opportunities such as setting up and preparing for special events, including acknowledging the territory and MC's events, supporting our younger students out on the playground, as well as being classroom buddies.
- **Jordan's Principle Funding:** This funding has been able to support some families and students this year by providing the funding for Educational Assistants or technology.



Community Involvement:

- Salmon Enhancement Project: Fish Hatchery
- Terry Fox Run
- Christmas Children's Bazaar
- Book swap
- Sponsorship from many local businesses
- Parent advisory sponsored activities
- Partnership with Acropolis Manor: One class visited frequently the resident of the manor to share their learning, read with them, play cards, or do small performances.
- Lunar new year lunch – Mme Michaud made chow mein for all classes and students learned about lunar new year tradition such as the meaning of money and red envelopes.
- Volunteers from the Port of Prince Rupert, Pembina and Trigon serve the school a hot breakfast.
- Education Department from the Port of Prince Rupert visited to share what the port does for our community.
- Various science presentations (in person and virtual) from provincial program.
- Year-end Celebration assembly and video.
- Family Evening Dance.
- Field trips in the community: museum, community parcs, library, etc.



Communication to Parents:

- PAC meetings: includes discussion and consult on important SD issues
- School Website, PAC Facebook page, monthly newsletters
- Phone calls, E-mail, texting
- Indigenous Family Resource Worker
- School and Community bulletin board by front office
- School messenger and E-mail communication
- frequent phoning and e-mailing from classroom teachers and other school staff, as well as in-person meetings
- Pineridge Facebook page, Instagram

Evidence:

- Reading assessment (Benchmark, Maze, San Diego Quick
- Core Competency Students Self-Assessment
- Early Literacy assessments: alphabet assessments, Heggerty, Core Phonics
- Report cards
- Conversations with students, photos, anecdotal observations, student writing, student self-assessments

Reflection and Summary:

Goal 1: Literacy

This year, literacy blocks were held in classrooms, and we were able to offer literacy supports from our LST's during the last term. Overall, there is fairly good progress for most students, but there are still some that are struggling. Some of the factors with this are attendance, and difficulty focusing. Nearly all the students not yet meeting expectations have significantly poor attendance (35% or more absences).

Some of the trends noted from the **Gr. 2-5 Benchmarks Data and Framework for Enhancing Student Learning Survey (reading questions)** are:

- Our grade 4's and 5's are the still strongest groups in terms of one year's growth and being at grade level.
- Our students who are NYM are also the students who have missed 40% and more of the school year.

Early Literacy Assessments (K and gr. 1)

- In both grade one and kindergarten, most students know most of their letters and sounds.
- We have approximately 30% of our kindergarten who are readers
- Our students who are NYM are also the students who have missed 40% and more of the school year.

Goal 2: Resiliency (Mental Health, Equity)

Through the Mindfulness challenge, STEM projects, ADST, Outdoor Learning, and School Wide Special Events, our students are continuing to develop resiliency in several ways: planning and problem-solving, perseverance, collaboration, positive connection to adults and peers, strategies for self-regulation, as well as a sense of belonging.

Next Steps:

Literacy:

- Continue the literacy supports that are working including literacy blocks, guided reading, LST support, phonological instruction including Heggerty and SPIRE, literacy circles. Focus specifically on using decodable texts and the strategies that support code-based and meaning-based explicit instruction
- Working with our Indigenous support worker and our families to improve attendance of some of our students

Resiliency (Mental Health, Equity):

- Continue to **explore diverse ways for students to demonstrate their understanding** ie: technology, creating/building, oral communication, and use hands-on activities and project –based learning that promotes student engagement and resiliency.
- Have students become more aware of their learning strengths and needs (growth mindset) and be comfortable taking risks, making mistakes, and asking questions
- Be more intentional about having students explain their thinking ie: during STEM activities and math problem-solving. Set up something so that we can measure this ie: video. From the Core Competency self-assessments, it was clear this is not a strength. They need more practice in developing their confidence in oral language skills.
- **Self-Regulation:** Continue to offer Mindfulness block to teach kids how to self-regulate as well as to continue to offer break in the Ocean Room that was created this year.
- Ensure students are provided with appropriate mental health supports, including self-regulation strategies. We will continue with the many strategies already in place. From our high counselling caseload this year it is clear, this continues to be a priority.
- **Buddy Classes:** older and younger classes for reading, projects, going outdoors, etc.
- **Breakfast Room:** We will continue to offer nutritional breakfast for all our students.
- **Jordan's Principle Funding:** continuing to apply for supports for our Indigenous Families.

Things to Celebrate

There are too many things to celebrate to highlight them all, here are the 3 most important ones of the 2023/24 school year

1. **Participating the Spirit of Healthy School Challenge:** For a 3-week period, our students came to the gym to learn about Mindfulness and relaxation. Once the challenge was over, we continue to meet every other week. Teachers also continue to use the videos in their classroom.
2. **Garden project:** Each class oversaw a large garden box. Students had the opportunity to plant either flowers or vegetables and were responsible for taking care of their plants.
3. **Families feeling welcome at Pineridge:** We provided many opportunities for families to come at Pineridge and saw a great turn out!



It was a wonderful year!

Appendix A

Benchmark Reading Data and Survey of Reading Attitudes for School Improvement Plan

Pineridge Elementary School 2024-25

The literacy focused goal in our school improvement plan is growth oriented. We looked at the reading abilities of students in the fall and compared those to the results in May/June. We are aiming for students to achieve one year of reading growth in one year (10 months of instruction). We have included Benchmark reading data from the past 6 years. As well, information about students' attitudes towards reading is included to support the secondary part of the reading goal, which is to develop a love for reading.

Reading Attitudes (Student Learning Survey in the Spring 2024) Grade 4 – 11 respondents

Statement:	Yes
I feel I am better at reading	72.7 %
I feel I am better at writing	72.7%

Statement:	Yes
I like school	18.2%
I am happy at school	36.4%
I feel welcome at school	36.4%
I feel safe at school	63.6%

Pineridge Elementary School

This is based on the Benchmarks Reading Assessment and various early literacy assessments as appropriate.

NYM: Not yet meeting Expectations

ME: Meeting Expectations

EX: Exceeding Expectations

Grade 2 Reading Data June 2025

	NYM	ME	EX
Total % of students	29%	29%	42%
% of Indigenous Students	37%	26%	37%

Grade 3 Reading Data June 2025

	NYM	ME	EX
Total % of students	25%	31%	44%
% of Indigenous Students	37%	44%	19%

Grade 4 Reading Data June 2025

	NYM	ME	EX
Total % of students	42%	10%	48%
% of Indigenous Students	50%	0%	50%

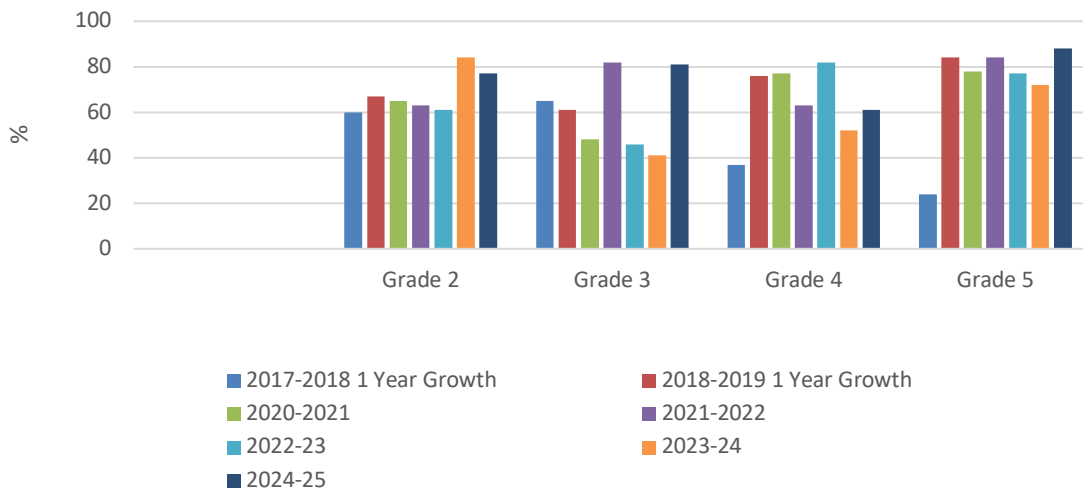
Grade 5 Reading Data June 2025

	NYM	ME	EX
Total % of students	20%	20%	60%
% of Indigenous Students	33%	25%	42%

**Number/Percentage of Students Showing at Least One Year's Growth in Reading
(Benchmarks Assessment)**

Grade	2017-2018	2018-2019	2019-2020 % not calculated	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
2	60%	67%		65%	63%	61%	84%	77%
3	65%	61%		48%	82%	46%	41 %	81%
4	37%	76%		77%	63%	82%	52%	61%
5	24%	84%		78%	84%	77%	72%	88%

Percentage of Students Making at Least 1 Year's Growth in
Reading (Benchmark Reading Assessment)
Note: no data for 2019-20 due to COVID.



Early Literacy Assessments for Grades K and Gr. 1

A variety of assessments were used to track progress for the K and gr. 1 students. Alphabet awareness including letters and sounds were assessed, as well as phonological skills, using Heggerty or other similar assessments, CORE Phonics for grade1/s and Benchmarks Reading Assessment for some of the grade 1 students.

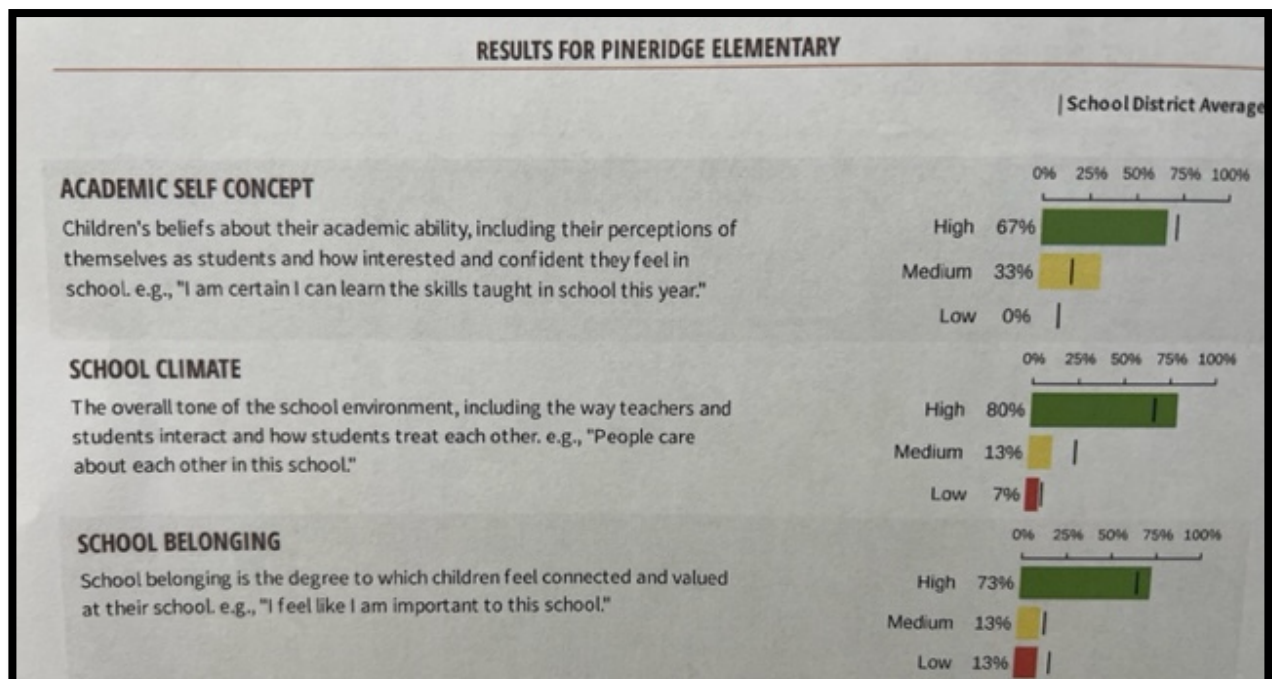
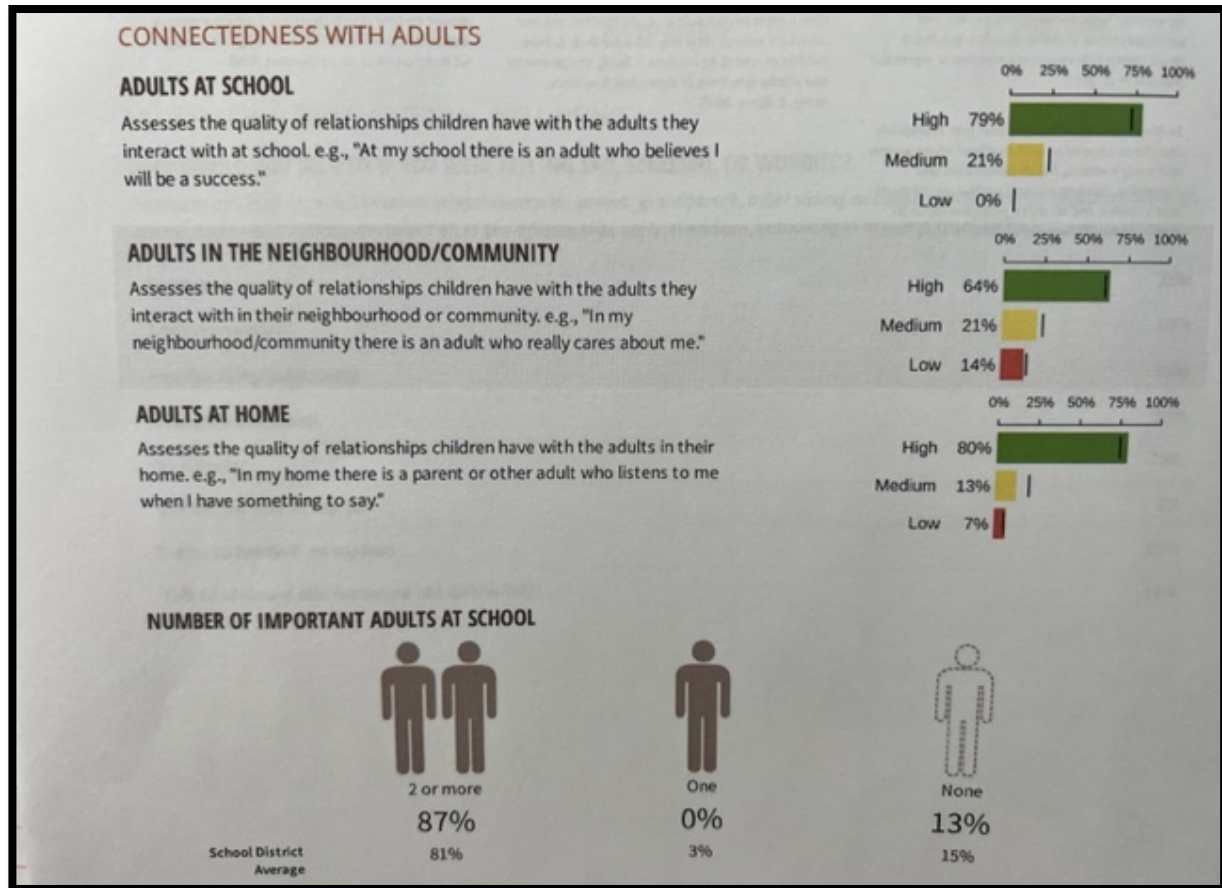
Results for Kindergarten June 2025 Letter ID/Sounds

	Letter Identification and sounds: Upper Case %	Letter Identification Letter sounds: Lower Case %
Knows all (26/26)	57%	57%
Knows most (24/26)	14%	14%
Knows some (13/26)	7%	7%
Knows few/none (0-13)	22%	22%

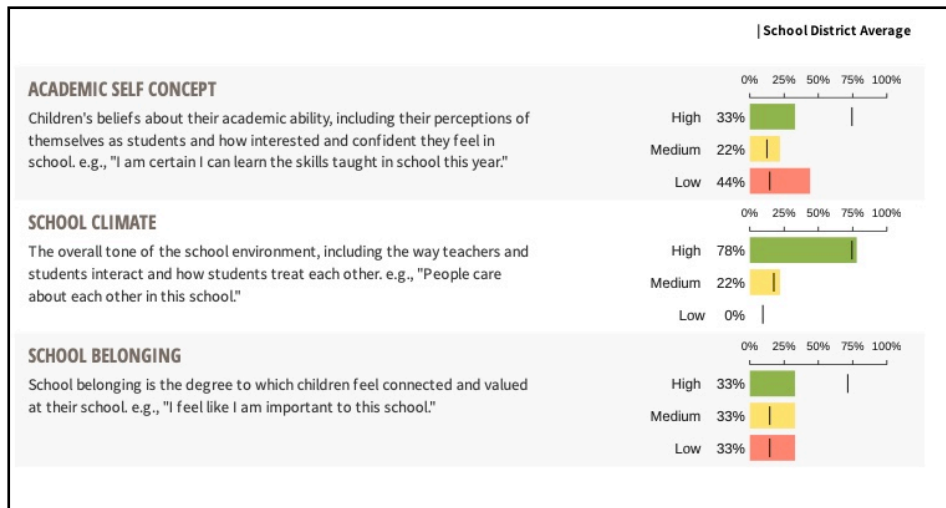
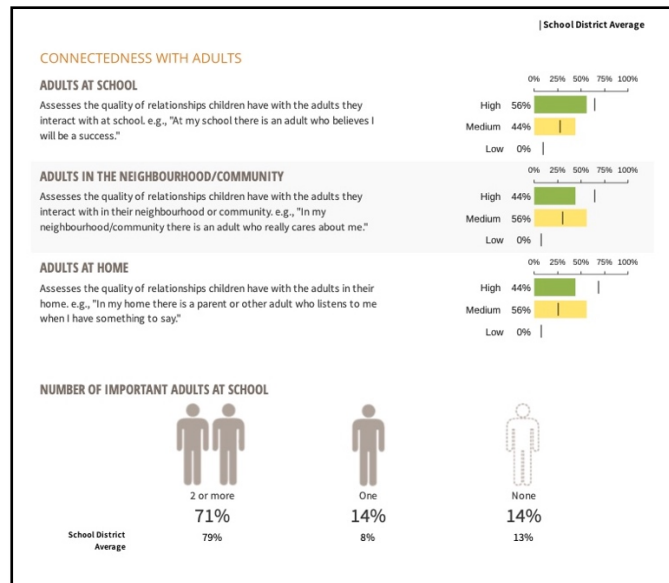
Results for Grade 1 June 2024 Letter ID/Sounds

	Letter Identification and sounds: Upper Case	Letter Identification Letter sounds: Lower Case
Knows all (26/26)	60%	60%
Knows most (24/26)	10%	10%
Knows some (13/26)	30%	30%
Knows few/none (0-13)	0%	0%

Taken from MDI Report 2022-23



Taken from MDI Report 2024-25



Self-care Learning (Student Learning Survey in the Spring 2024) Grade 4 – 11 respondents

Statement:	Yes
Are you learning how to care for your mental health	81.8%
Are you learning how to car for your body	54.5%