STUDENT SUCCESS PLAN
2024-2025

CAMPBELL RIVER
School District 72

School ___Pinecrest Elementary___

"A goal without a plan is a merely a wish."
Antoine de Saint-Exupery

School Story

Pinecrest is a school with 241 students and eleven divisions. 29% of our students are of Indigenous ancestry and we have a growing number of students from different countries including India, China, Iran, England, and the Ukraine. We currently have 34 students with formally diagnosed needs.

Pinecrest school was built in 1964 and is showing her age. However, she has a long history and many families come to Pinecrest as the parents went here as children. She serves a very diverse demographic area. In recent years, a large number of multi-family complexes were built nearby. This has led to an increase in transiency in the school with many constantly moving in, but almost just as many also moving away to more affordable towns.

The PAC is quite active and proudly supports school programming. Through ongoing fundraising, the PAC financially supports the grade 3 swim program, hip hop dance lessons for all students, class funds, new equipment, and other needs as identified

Visitors to Pinecrest consistently comment that it is a very warm, welcoming school environment.

Goal #1:
What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?

TO IMPROVE ATTITUDES AND ABILITIES AROUND WRITTEN OUTPUT.

This connects to our Strategic Plan Overarching focus of Student Achievement. It also connects to all three district strategic plan goals:
- **Student-Centered Learning Environments –** Individualized Programming and highly motivating engaging activities
- **Honour Indigenous World Views and Perspectives -** Oral story telling / presenting
- **Evolving for Tomorrow –** Grade – level proficiency in literacy

Reflection

Last year our school had a goal around improving written ability and attitudes towards writing.

SPRING 2024 DATA on IMPROVEMENTS TO WRITTEN ABILITY:

|	Fall Em	May Em	Diff	Fall Dev	May Dev	Diff	Fall Pro	May Pro	Diff	Fall Ext	May Ext	Diff
Grade One	11%	0	-11%	56%	28%	-28%	33%	69%	+36%	0	16%	+16%
Grade Two	21%	3%	-18%	51%	38%	-13%	26%	48%	+22%	2%	10%	+8%
Grade Three	20%	3%	-17%	49%	30%	-19%	31%	60%	+29%	0	10%	+10%
Grade Four	12%	8%	-4%	59%	53%	-6%	29%	39%	+10%	0	0	nc
Grade Five	25%	5%	-20%	68%	34%	-34%	6%	61%	+55%	0	0	nc

PINECREST YEAR END SCHOOL WIDE WRITE DATA:

Comparison from Fall 2023 to May 2024

- 50.6% average now meeting or exceeding
- 30% average now "Developing"
- 19.4% average now "Emerging"
- Of those "Emerging", many on IEPs.

SPRING 2025 DATA on IMPROVEMENTS TO WRITTEN ABILITY

Number of Students					
Grade	**Emerging**	**Developing**	**Proficient**	**Extending**	**Students**
One	4	7	17	5	33
Two	2	8	21	5	36
Three	4	14	19	4	41
Four	6	13	14	3	36
Five	2	18	25	3	48
Total	**18**	**60**	**96**	**20**	**194**

Percentage of Students					
Grade	**Emerging %**	**Developing %**	**Proficient %**	**Extending %**	**Student %**
One	12%	21%	52%	15%	17%
Two	6%	22%	58%	14%	19%
Three	10%	34%	46%	10%	21%
Four	17%	36%	39%	8%	19%
Five	4%	38%	52%	6%	25%
Total	**9%**	**31%**	**49%**	**10%**	
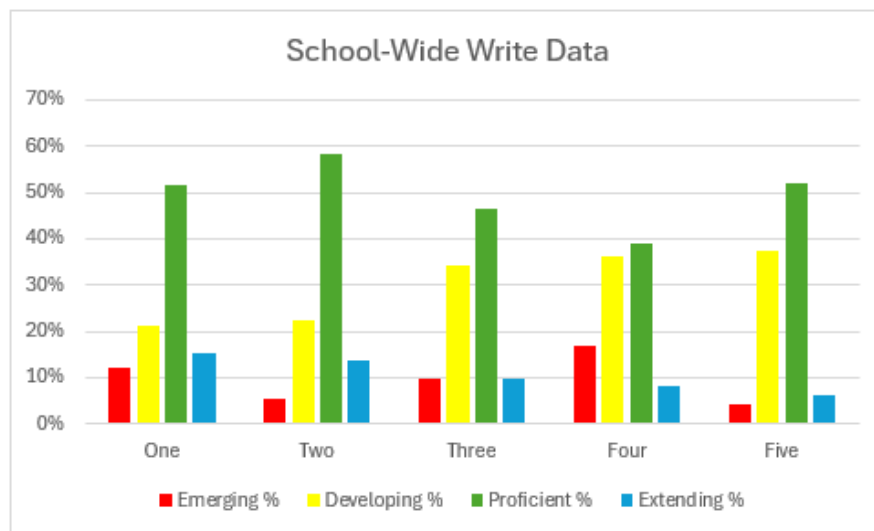
Reflection

What would success look like?

What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).

Success would look like the following:
- Increased use of assistive technology or other adaptations would drop the number of Emerging students from 19.4% to 10% or less
- We would create and implement an assessment to measure attitudes towards writing. This would be given to all students in grades 1-5 at the start of the year and at the end of the year.
- By being engaged in many rich writing experiences, student attitudes towards writing would improve.

Action and Monitoring plan
With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?

ACTION PLAN:
- To increase "Collective Efficacy", use staff meetings and EA meetings as opportunities to engage all staff in discussions, rather than just a Literacy Team
- Develop and administer a fall "Attitudes Towards Writing" assessment to establish a baseline for grades 1-5
- Continue working with district literacy coordinator
- Celebrate writers at assemblies
- Continue with adding samples to writing folders. Perhaps have students choose their samples with a tag about why they chose that piece
- Spring "Attitudes Towards Writing" assessment to compare results

Actions and Reflections

Fall Actions:
- Identified possible "Attitudes towards writing" assessments
- Author spotlight at October Assembly
- Spontaneous writing challenges to all students from the office over announcements, some great responses!
- School wide write in November (data collection)
- Continued work with District Literacy Coordinator

December Reflection:
- While we identified possible "attitudes towards writing" assessments, did not use them as other priorities around behavior became school focus this fall.
- Data:
- Continuation of Writing Folders to collect samples

January / February Actions:
- Diving deeper into the Literacy Framework thanks to Rachel as she was one of the creators of this resource.
- Focus shift towards reading portion of Literacy Framework (UFLI, Dibels Data, Fluency…..)

Review school wide write data from November (finally collated) with staff.

Grade	Emerging	Developing	Proficient	Extending	Students
One	19%	18%	61%	0%	18%
Two	8%	39%	47%	6%	19%
Three	12.5%	30%	45%	12.5%	21%
Four	12%	50%	32%	6%	18%
Five	10%	55%	35%	0%	25%
	12.5%	39%	44%	4.5%	

What questions can we generate about this data? (responses from staff)
-

Admin questions:
- Last year's gr. 1's ended the year with 0% emerging…. Why now is that same group at 8%?
- Last year's gr. 2's ended the year with 3% emerging… why now is that same group at 12:5%?
- For two years, zero grade 5's are "extending". How can we help them?
- What are the most effective ways to motivate our students to engage in writing?

Communicating the plan to your school community
How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?

We will continuously share progress via staff meetings, PAC meetings, and families.

Reflection

PAC very keen and excited to know what is going on.

Goal #2:
What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?

IMPROVE MENTAL HEALTH THROUGH AN INCREASED SENSE OF BELONGING AND INCLUSION.

This connects to the following Strategic Plan goals:

- **Honouring Indigenous World Views and Perspectives**: Develop our sense of belonging through traditional teachings and providing awareness and cultural teachings
- **Student Centered Learning Environments:** Prioritizing wellness and supporting socio-emotional well-being.

Reflection

Rationale
Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?

SCHOOL VISION STATEMENT: "At Pinecrest we value participation, lifelong learning, respect for ourselves, others, and the world." This is posted at the entrance yet not reviewed. Students and staff do not know this, much less live it.

STAFF: While there is an overall supportive feeling at Pinecrest, many staff have indicated a feeling of division amongst the staff. Very few attend socials, and many do not use the staffroom.

STUDENTS:

The following data is from to the spring 2024 Student Learning Survey of grade 4's.

Is school a place where you feel you belong?

Pinecrest	District	Province
51	60	65

Does school make you feel stressed or anxious?

Pinecrest	District	Province
29	18	15

Reflection

What would success look like?

Success would look like:
- Students, staff, and families collaborating in the redevelopment of school identity
- Clearly articulated code of conduct and expectations
- Increased staff collegiality as seen through participation in activities
- Increased student sense of belonging
- Decreased student anxiety

Action and Monitoring plan

ACTION PLAN:
- Work together with students, staff, and PAC to create increased school identity.
- With staff, plan social activities
- Update a logo for swag and promote
- With students, plan fun activities
- "I matter…. You matter…!" slogan for Pinecrest onto Swag
- Admin lessons in classrooms around belonging
- School wide field trip
- Build a resource library around belonging

Actions and Reflection

FALL ACTIONS:
- Shared data with staff
- First week of school, "Belonging" as a whole school theme – every class doing lessons and reading books around belonging.
- Many students involved in extra-curricular activities offered at the school (Rock Band, choir, ukulele, Leadership, Rainbow Club, DnD club, Intramurals, Kindergarten Leadership, Library club
- All students involved in voting for swag icon (elimination voting)
- All students involved in owning the new icon (colouring pages, developed unity and displayed around the school)
- Halloween glow stick dance / whole school fun event (except K's)
- Whole school "Cereal Box Domino Challenge" (ended up on Chek News)
- Indigenous students baking for classes
- Staff Christmas dinner (*historically poorly attended, well attended this year)

DECEMBER REFLECTIONS:
- Great start to the year! Very positive!
- All staff on board

- Students engaged in activities to bring them together as a school and as interest teams
- Positive energy amongst students, more work to do with staff

JANUARY / FEBRUARY ACTIONS
- Swag arriving
- Student challenges to bring sense of pride and build positive connections with the office (alphabet backwards, pipe writing, meeting personal goals….)
- Applied for and received funding for Outdoor Learning Space creation through HIWV and Perspectives ($2000)
- Applied for and received additional Student Plan funding ($3500)
- Created team for HIWV Grant
- New community connection: Pastor Phibbs (CLF) to assist with Outdoor Learning Space creation
- Jalopy Races

NEXT STEPS:
- Growing multiculturalism. Create Cultural Celebrations (*create display…. Event… celebrate where different people are from at Pinecrest **)

Communicating the plan to your school community
How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?
PAC will be consulted for input into the development of sense of belonging. Families will be notified of upcoming events and progress through website, app, PAC Facebook page, etc.
Reflection
PAC shared ideas for school swag icon and supportive of project. PAC excited to be a part of creation of events to include all students and build community.

Principal Signature: _____