

Update: SEPTEMBER 2026



Pinantan Elementary Annual School Learning Plan 2026-2027

Final Draft Due: **September 2026**



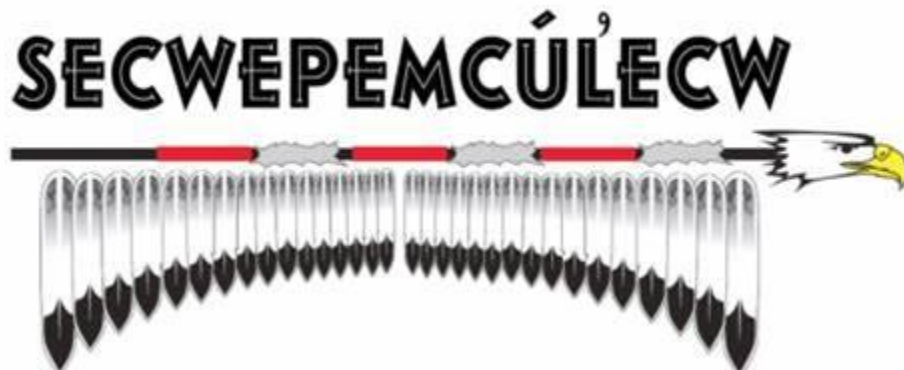
Acknowledgement

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 8 staff, 59 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 relates to 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 up 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 to knitting 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 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 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 improvements. 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 four (4) grade 7 students in the coming school year, our data sets can be difficult to interpret.*

LITERACY:

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary](#) (2025 - 2026) FSA LITERACY DATA

As we look to data to drill down further and better understand our students' strengths and areas for growth (aside from our FSA data), we pull data from an overall look at Literacy proficiency (through Learning Update Information) along with District Literacy Assessment (Primary Reading Assessment (PRA), DIBELS information and our new School Wide Write Information:

Learning Update Data – LITERACY (March 2026)

Grade Level (# of Students)	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
K (7)	1	1	5	71%
1 (7)	1	2	4	57%
2 (9)	1	1	7	78%
3 (11)	0	3	8	73%
4 (8)	0	0	8	100%
5 (11)	1	2	8	73%

6 (4)	1	1	2	50%
7 (10)	0	1	9	90%
Total (68)	5	11	51	75%

Learning Update Data – LITERACY (June 2026)

Grade Level (# of Students)	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
K (6)	1	1	4	67%
1 (6)	0	2	4	67%
2 (9)	1	2	6	67%
3 (11)	0	0	11	100%
4 (8)	0	0	8	100%
5 (11)	0	4	7	64%
6 (4)	0	2	2	50%
7 (10)	0	1	9	90%
Total (65)	2	12	51	78%

Analysis of Learning Update Indicators:

In looking at the learning update proficiency results, we see that 75% of our schools are demonstrating proficiency in Literacy for the 2025 - 2026 school year mid-year, which increased to 89% when looking at our final averaged learning updates. However, our current Grade 1's, 3's and 5's (29 students in total) is an area for focus with between 57% and 73% proficiency.

Primary Reading Assessment - Grades 1 - 3:

Grade Level (# of Students)	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
1 (7)	1	2	4	57%
2 (9)	1	2	6	67%
3 (11)	0	1	10	91%

Total (27)	2	5	20	74%

Analysis of Primary Reading Assessment:

Grade Level	STRENGTHS	AREAS FOR GROWTH
1	- Students while not performing as we would like, are eager to learn the skills to read when working with adults in the building.	- We are currently only seeing 57% of our students in the proficient range as we come to the end of their Grade 1 year.
2	- Within our Grade 2 aged students, 6 of our students are extending in relation to the PRA assessment indicators.	- Many of our current Grade 2 students are reading at or above grade level expectations. - Ensure that we target interventions to support our students who are developing and emerging.
3	- 91% of our students are proficient in their reading levels as per the PRA.	

As we move into the 2026 - 2027 school year, it will be important to implement a more focused approach to reading and literacy skills to ensure we have our Grade 1s reading with proficiency. This will include targeted interventions that will support growth for these students. Continued opportunities for professional development from our external Literacy team will support implementation within these growth areas.

2025 – 2026 – Non-Fiction Reading Assessment (Grade 4 – 7) - September 2025

Grade Level (# of Students)	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
4 (8)	0	1	7	88%
5 (11)	0	4	7	64%
6 (4)	0	1	3	75%
7 (9)	0	4	5	56%
Total (32)	0	10	22	69%

2025 – 2026 – Non-Fiction Reading Assessment (Grade 4 – 7) - June 2026

<i>Grade Level (# of Students)</i>	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
4 (8)	0	1	7	88%
5 (11)	0	3	8	73%
6 (4)	0	1	3	75%
7 (10)	0	2	8	80%
<i>Total (33)</i>	0	7	26	79%

Analysis of Non-Fiction Reading Assessment:

Students show strengths in determining importance from a relevant text, and they can successfully extract information from text and relay that to a larger audience. Areas of growth and a need for further teaching include building vocabulary skills, inferring, and critical analysis of text. Overall, we see that our current grade 4 and 6 cohorts are stronger while there is a need to focus on our current grade 5 cohort and to ensure that transition information to the high school is relayed.

During the 2025 – 2026 school year, we developed a [School Wide Write](#) for our students as an opportunity to assess their proficiency within writing. While the District Non-Fiction Reading Assessment does support some analysis of writing, it is more geared towards reading and comprehension of what is read. We believe that there is an absence around a true writing assessment here at Pinantan. During February 2026, we implemented and administered this assessment. The topic for this year's initial assessment was: Who is your superhero and why? (With Superhero defined as a 'real-life hero'). This was assessed using the BC Performance Standards in the areas of meaning, style, form, and conventions.

2025 – 2026 School Wide Write (Kindergarten – Grade 7)

<i>Grade Level (# of Students)</i>	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
K (7)	1	1	5	71%
1 (7)	0	2	5	71%
2 (9)	1	4	4	44%

3 (11)	0	8	3	27%
4 (8)	0	3	5	63%
5 (11)	2	0	9	82%
6 (4)	0	2	2	50%
7 (10)	0	2	8	80%
Total (67)	4	22	41	61%

Analysis of School Wide Write Indicators:

In looking at the school wide write proficiency results; we see that 61% of our school are demonstrating proficiency in Literacy for the 2025 - 2026 school year mid-year. We see some areas for growth in many grade levels. Of particular note, our current Grade 2 & 3 cohort, along with our Grade 6 & 7 cohort. Our plan for the School Wide Write for the 2026 – 2027 school year is to administer it twice a year (once in the fall and once in late spring).

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 2026/2027 school year will continue to be around development in the area of literacy with sub goals for both reading and writing. One area of focus early in the school year will be to assess our learners through district level assessments (PRA, DIBELS, NFRA) to get a baseline with focus to follow around groups that need supports in place to increase their confidence and academic abilities in areas of both reading and writing.

SCHOOL GOAL:

All students will demonstrate growth and confidence to **comprehend, make meaning, analyze** and **communicate ideas** effectively through reading and writing.

****As a staff, we will likely narrow down in September to focus this year on two of our sub goals listed here.**

Sub Goal (READING) K - 2:

- Students will build foundational reading skills and confidence to understand, enjoy and make meaning from texts.

Sub Goal (WRITING) K - 2:

- Students will create and communicate ideas through drawing, speaking, and early writing.

Sub Goal #4 (READING) 3 - 7:

- Students will deepen their reading comprehension and analytical skills to make meaning from a variety of texts.

Sub Goal #4 (WRITING) 3 - 7:

- Students will communicate ideas clearly and purposefully through a variety of written forms for a variety of audiences and purposes.

AREAS TO CELEBRATE:

- From our most recent FSA Data (2025 – 2026 school year), we see an increase in our grade 4 students extending by 4.2% over previous years.
- From our most recent FSA Data (2025 – 2026 school year), we see an increase in our grade 7 students on track by almost 14% over previous years.
- From our most recent FSA Data (2025 – 2026 school year), we see a decrease in our grade 7 students emerging by 25% over previous years.
- From our most recent FSA Data (2025 – 2026 school year), we see an increase in our grade 7 students extending by 11.1% over previous years.
- 91% of our students are demonstrating proficiency from the Grade 1-3 level as supported by our Primary Reading Assessment data.
- Successful development and implementation of a school wide write
- Two school wide community opportunities to engage with parents learning alongside their child(ren) through literacy mornings

AREAS TO GROW:

- From our most recent FSA Data (2025 – 2026 school year), we see a decrease in our grade 4 students on track by 25% over previous years.
- From our most recent FSA Data (2025 – 2026 school year), we see an increase in our grade 4 students emerging by 20% over previous years.
- Our first school wide write suggests that only 61% of our student population (Kindergarten to Grade 7) are proficient.
- Ensure we target interventions to meet the needs of our emerging and developing students in both reading and writing.
- Basic sentence structure and conventions for our students require some growth.

OBJECTIVES:

Developing an understanding of where each student is in terms of literacy and their individual skill set remains paramount. Having opportunities to do assessments that inform best teaching practices will ensure we meet each learner where they are at and focus on utilizing strengths to support areas of growth. To do this, we will commit to both pre- and post-assessment opportunities to ensure we can accurately track both growth and areas of concern. Once we can gauge where students are at, which skills they demonstrate strengths and stretches with, targeted instruction/interventions can also be put in place. We will plan to look at teaching practices as to what impact our instruction is having within our literacy classrooms and address low leverage/low engagement activities while replacing those with higher level critical thinking tasks. As we see where each of our students are early in the year, we will look in September to build groups of students based on abilities, which should support meeting the challenges faced within a multi grade level classroom. **Within the first year of our revamped Intellectual Goal**

focusing on improvements in literacy, we plan to continue the work within the development of strong reading skills, with a priority focus on students' writing and written output abilities through explicit instructional strategies and opportunities to write.

SCHOOL STRATEGIES:

To improve in literacy, we will (classroom practices):

READING

- ❖ **Explicit Instruction of Reading Strategies**
 - We will explicitly teach comprehension strategies in a logical sequence such as predicting, questioning, visualizing, making connections, inferring, and summarizing, with increasing independence across grades. This will include explicit phonemic awareness and phonics instruction in our primary grades.
- ❖ **Regular Read – Alouds and Shared Text Experiences**
 - We will use high – quality texts across genres to model fluent reading, comprehension, and interpretation. We will look to continue to bolster our Library collection in house with money from our successful Legacy Grant.
- ❖ **Connecting Sounds, Letters and Letter Sounds**
 - In our primary classrooms, we will look to utilize both visual and physical opportunities to develop connections. Prioritize oral language, vocabulary, and early literacy in K – 3 classrooms.
- ❖ **Explicit Vocabulary Instruction in Context**
 - Vocabulary will be taught within authentic text experiences, with repeated exposure through reading, speaking, and writing.
- ❖ **Frequent Response to Text**
 - Pinantan students will respond to texts through oral discussion, visual representation, and written tasks appropriate to the developmental level.
- ❖ **Gradual Release of Responsibility**
 - We will use an *I Do – We Do – You Do* model to build student independence.
- ❖ **Structured Independent Reading**
 - Daily independent reading time will be built into our day to support stamina, fluency, and comprehension.
- ❖ **Consistent School – Wide Language Around Reading**
 - Common terminology and shared expectations support continuity and student understanding across grades.

WRITING

- ❖ **Explicit Instruction in the Writing Process**
 - We will explicitly teach and model planning, drafting, revising, editing, and publishing, with increasing independence from our primary through intermediate ages.
- ❖ **Daily Opportunities for Purposeful Writing**
 - We will write regularly for authentic purposes, including personal, creative, informational, and opinion/argument writing.

- ❖ **Explicit Teaching of Genre and Text Structures**
 - Our students will learn the features and purposes of different text forms (e.g., narratives, informational, procedural, and opinion).
- ❖ **Focused Instruction on Sentence Structure and Conventions**
 - Building within our primary areas, we will focus on sentence fluency, grammar, spelling, and punctuation that is embedded within authentic writing contexts.
- ❖ **Opportunities for Writing Choice and Voice**
 - Students are encouraged to explore topics of interest to increase engagement and ownership of their writing.
- ❖ **Graphic Organizers and Planning Tools**
 - Visual support will help our students organize ideas before and during drafting.

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

- ❖ Utilize staff meeting time to ensure we look at and align best practices for both reading and writing.
- ❖ Build in opportunities to connect across classrooms around best practices
- ❖ Focused PD on comprehension strategy instruction
- ❖ Continue to develop our understanding of structured literacy / evidence-based Reading practices
- ❖ Integrating reading and writing into as many opportunities as we can across the curriculum
- ❖ Technology Enhanced Literacy Instruction
- ❖ Ongoing reflection and professional goal setting

To improve in grade-to-grade transitions, we will:

- ❖ Vertical team collaboration (K–7)
- ❖ End-of-Year student profile sharing
- ❖ Common language for reading/writing strategies
- ❖ Cross-Grade moderation of student work
- ❖ Shared assessment practices (e.g., Running Records, Comprehension Tasks)
- ❖ Alignment of instructional practices across grades
- ❖ Developmental reading continuum (School-Wide Reference)
- ❖ Early-Year baseline assessments (including school wide write)
- ❖ Gradual increase in text complexity across grades
- ❖ Consistency in use of high-impact strategies (e.g., Think-Alouds, Discussion)
- ❖ Student self-assessment and goal setting

- ❖ Targeted support for at risk learners during transitions

To improve Aboriginal student learning, we will:

- ❖ Integrate first people's principles of learning
- ❖ Use authentic indigenous texts
- ❖ Value oral language and storytelling
- ❖ Connect learning to the land
- ❖ Build relationships and a sense of belonging
- ❖ Invite community knowledge keepers into the school
- ❖ Use culturally responsive teaching practices
- ❖ Provide choice and voice in reading
- ❖ Explicitly teach vocabulary in cultural context
- ❖ Model and support critical thinking about perspectives

To improve in learning, we are ensuring that our resources meet our students' needs:

1. Curriculum Resources

- a. Align our teaching practices with the K – 4 developed literacy continuum.
- b. U Fli as a primary curricular resource in our K – 3 classrooms
 - i. Supplemented with Jolly Phonics, Haggerty
 - ii. Use of Leveled Readers (LLI) kits for interventions/assessments
- c. Adrienne Gear
 - i. (Reading Power, Powerful Readers, Writing Power, Non-Fiction Reading Power, Non-Fiction Writing Power, Powerful Understanding)

2. Human Resources

- a. Invite local authors into the school to support reading.
- b. Access our literacy coordinators to support student and staff development.

3. Field Trips

- a. Opportunities to take part in Young Authors Conference, Science Fair, Heritage Fair

The strategies mentioned above are in alignment with and support Literacy strategies as laid out in the District Strategic Plan.

Evidence and Next Steps:

Within these strategies (Classroom, Professional Development), we will continue to access the data collections available to us along with using the following (Formative Assessment,

Performance Tasks and Work Samples) to develop sound pedagogical practice. **Utilizing the OECD High-Quality Teaching principles, we will develop walk through opportunities that ensure pedagogical practice aligns with student academic engagement and growth in learning.** We will continue to analyze patterns and gaps both in student representation of their learning and within current assessments used. We will look for common misconceptions, skill gaps, and trends across groups. From this, we can develop and plan targeted instruction through opportunities such as guided reading groups and opportunities for students to set specific literacy-based goals that we can circle back to throughout the school year. Effective interventions can take place with regular frequency and can include short and quick snapshots of students learning on a given topic through opportunities such as exit tickets.

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:

It is imperative that we support all students in feeling a sense of belonging, which includes feeling welcome, safe, and valued by ensuring that all students feel connected to the adults in school. We are currently waiting for updated data sets from our Student Learning Survey. This information will help to support our movement forward regarding a sense of belonging.

***** With small groups of students in our Grade 4 and 7 cohorts, accessing information from our 2025 – 2026 Student Learning Survey may not be possible as the province**

masks this data. As such, we will need to redesign some of the school-based street data opportunities to assess how our students are feeling around a sense of belonging.

Much of the referenced information below is based on the 2024 - 2025 Student Learning Survey. When analyzing this school-based data, we find that 75% of our students feel welcome, safe, and that adults care about them. This moves 9% higher for both feeling welcome and adults caring and 4% higher for feeling safe when compared to district data. A goal moving into 2026 - 2027 will be to have a continued school wide focus of BELONGING. As a staff, we will continue this work by re-addressing with our students what they think the word BELONGING means to them.

From a school lens this year and in our previous year, we have developed two identical empathy interview surveys around Belonging, one of which focuses on our Inquiry Question around our indigenous learners (as shared later in this plan) and one that focuses on the remainder of our student population. From this empathy interview which was conducted with each non-indigenous learner in our school, our learners shared some of the following surrounding their sense of belonging (WELCOME, INCLUDED, SAFE TO BE MYSELF):

These questions – UPDATED INFORMATION FROM 2025 – 2026 SURVEY (WELCOME, INCLUDED, SAFE TO BE MYSELF) suggest that our students still feel much the same way in which they did in our 2024 – 2025 school year:

WELCOME	INCLUDED	SAFE TO BE MYSELF
- Invited - Sense of Personal Place - Greeted in Positive Ways by Staff and Other Students	- Can Advocate for Myself - Engage in Positive Interactions - Others Include Me	- OK to be Different - My Ideas Matter - Mistakes are a Part of my Learning - Strive for a Growth Mindset

For further analysis, please see linked:

- [**Data Appendix for Pinantan Elementary**](#) (2024 - 2025) - pgs. 3 - 4
 - Again, of note, we are currently struggling to get information from our School Learning survey (2025 – 2026 school year) as we have too few Grade 4 and 7 aged students to receive the data from the Ministry of Education and Early Learning. Thus, the data represented in the link above is from the 2024–2025 school year.

SCHOOL GOAL:

To create a positive, respectful, inclusive environment where all students feel a strong sense of belonging in their learning journey.

AREAS TO CELEBRATE:

- Within our learner population (both Indigenous and Non-Indigenous) from our in-school empathy interviews, students indicated that they felt a sense of belonging, feeling welcome, safe, and that adults cared about them.
 - 95% feel a sense of belonging
 - 98% feel seen and loved
- From students, we are hearing the following:
 - Students felt included when others asked them to join activities, noticed them, and accepted them. They also appreciated it when their ideas were heard and respected. They are excited to have another buddy bench and a new play structure to invite one another to play together on.
 - Students felt safe to be themselves when they were allowed to express their ideas, understood that mistakes were part of learning, and strived for a growth mindset. They valued positive interactions and being adaptable and fair.
 - Feeling seen and loved was linked to having friends who cared about them, receiving help from teachers, and being included in activities. Students appreciated it when others paid attention to their emotions and supported them in times of need.
 - Many students felt a strong sense of belonging due to the supportive and inclusive environment at Pinantan Elementary. They valued the friendships they had made and the positive interactions with teachers and peers.
- Many students see our school counselor
- Many students participate in body breaks and are confident in asking for one at the right times to support self-regulation
- Two key strategies—*Little Spot* resources and daily journal check-ins—have played an essential role in this success.

AREAS TO GROW:

- 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 2026 - 2027 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). This could be extrapolated across much of our student population.
- Monthly school wide gatherings (possibly gathering in a circle) in the gym to build a sense of community and belonging with a focus on student achievements through seven grandfather teachings and shout outs
- Consistency Across All Learners
- Transferring SEL Skills Across Contexts within the classrooms and school
- Balancing Academic and Emotional Support
- Ensure that all students feel safe to take academic risks

STREET DATA STRATEGY:

Pinantan Elementary's EQUITY CENTERED QUESTION is as follows:

- ***How can Pinantan Elementary create a sense of belonging that supports equitable learning conditions for our indigenous learners?***

The learners (at the margins) the staff is prioritizing:

- Our indigenous learners within the school (we currently have 18 students who identify or self-identify as indigenous (this represents 28% of our student population).

One or two actions taken by staff to understand these learners' school experience:

- We have utilized a previously developed survey shared again in a one-on-one empathy-based interview with each of our indigenous students. This information provided staff with a wide range of information that supports how our indigenous students are feeling about their experiences here at Pinantan Elementary.

Share how you have used, or plan to use, this information to create positive change:

- From the above-mentioned empathy-based interview, we have learned a great deal of information surrounding which suggests a positive experience for our indigenous learners. ***Some examples of this include:***
 - Many students feel a strong sense of belonging due to the welcoming and supportive environment at school.
 - Students feel acknowledged when their cultural heritage and personal identities are recognized and respected.
 - Activities related to Indigenous culture, such as art and teachings from elders, help students feel seen and valued.
 - Ensuring that we capitalize on cultural events that are hosted throughout the district (Powwow).
 - Students enjoy expressing themselves through art, music, sports, and other creative activities.
- ***Some examples of how this has created a positive change include:***
 - Individualized land acknowledgments along with weekly staff shout outs which are framed and included in our entryway. These are changed periodically to ensure all students are represented.
 - Use decorations that reflect the diverse backgrounds and cultures of the students.
 - New Indigenous focused medicine wheel carpet addition to our learning environment in the library.
 - 7 Grandfather Teachings shout out when we catch students demonstrating expected behaviors.

SCHOOL STRATEGIES:

To improve in well-being (belonging), we will (classroom practices):

- ❖ Foster and curate healthy learning environments using 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 Active Kids Canada, Little Spot of Emotion, and building a growth mindset will remain central to the 2026 - 2027 school year
- ❖ Student-Led Strategies for Emotional Regulation (breathing, body breaks, etc.)
- ❖ Focused Classroom Discussions on Inclusion and Empathy
- ❖ Extra-curricular opportunities for our students (basketball, track and field, flag football)
- ❖ Co Creation of classroom and school-based norms
- ❖ Normalize mistakes and growth for each of our students
- ❖ Address exclusion quickly
- ❖ Commit to writing positive notes home for each student over the course of the month
- ❖ Daily Emotional Check-Ins through Journaling/circle share

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 2026 - 2027 school year on a more school wide level – we are almost there). A refined look into what this support demonstrates, and the success of Little Spot of Emotion will be looked at throughout the school year
- ❖ Invite SEL district leads to support our staff (being a small school, perhaps joining another school for such opportunities)
- ❖ Instructional walkthroughs focused on belonging (development of a 'belonging look for' tool)

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
- ❖ Structured transition planning and cross grade collaboration
- ❖ Flexible groupings for social engagement and integration

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, Personalized Land Acknowledgements)
- ❖ 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, Zones of regulations and WITS). This will ensure we have a common language/approach with all our students.

2. Human Resources

- a. Access district personnel to support developing a sense of belonging for our students.
- b. Ensure we build and have staff consistency and culture
- c. Continue to promote family and community connection

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:

Evidence this year 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 in the same way. We continue to build and redefine with our staff and students BELONGING as our next step. 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. The focus for this coming 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), School Based SEL Student Survey, Student Core-Competency Self-Reflection, and other forms of evidence collected through classroom activities.

As suggested, BELONGING is strong here at Pinantan Elementary. As a staff, our next step will be to continue the good work that supports BELONGING while looking at areas within Human and Social Development that may need to be further supported/developed. Some examples we may explore include:

- **Student Agency and Purpose**
- **Self-Regulation and Resilience**
- **Connectedness and Relationships**
- **Mental Health and Well-Being**
- **Identity and Confidence**
- **Future Readiness and Pathways**

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 on 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 2025 - 2026 school year