

# GRASSY PLAINS ELEMENTARY JUNIOR SECONDARY SCHOOL

Generous \* Respectful \* Accepting \* Supportive \* Successful \* Yearn for Truth & Knowledge

## School Plan to Enhance Student Learning 2021-2022

### ABOUT US

Grassy Plains is a small rural K -12 school located on the South Side of Francois Lake, with most learners enrolled in K to 7.

We are privileged to live, play and learn on the traditional and unceded ancestral territory of three nations: Skin Tyee, Nee-Tai-Buhn and Cheslatta. We are fortunate to have many supportive community members, parents/guardians, volunteers, and PAC who work to keep Grassy Plains School a welcoming, safe, and caring environment for our learners.



### VISION

To align with our district strategic plan, staff and students have committed **to support the achievement of educational excellence in an environment that honours diversity and personalized learning.**

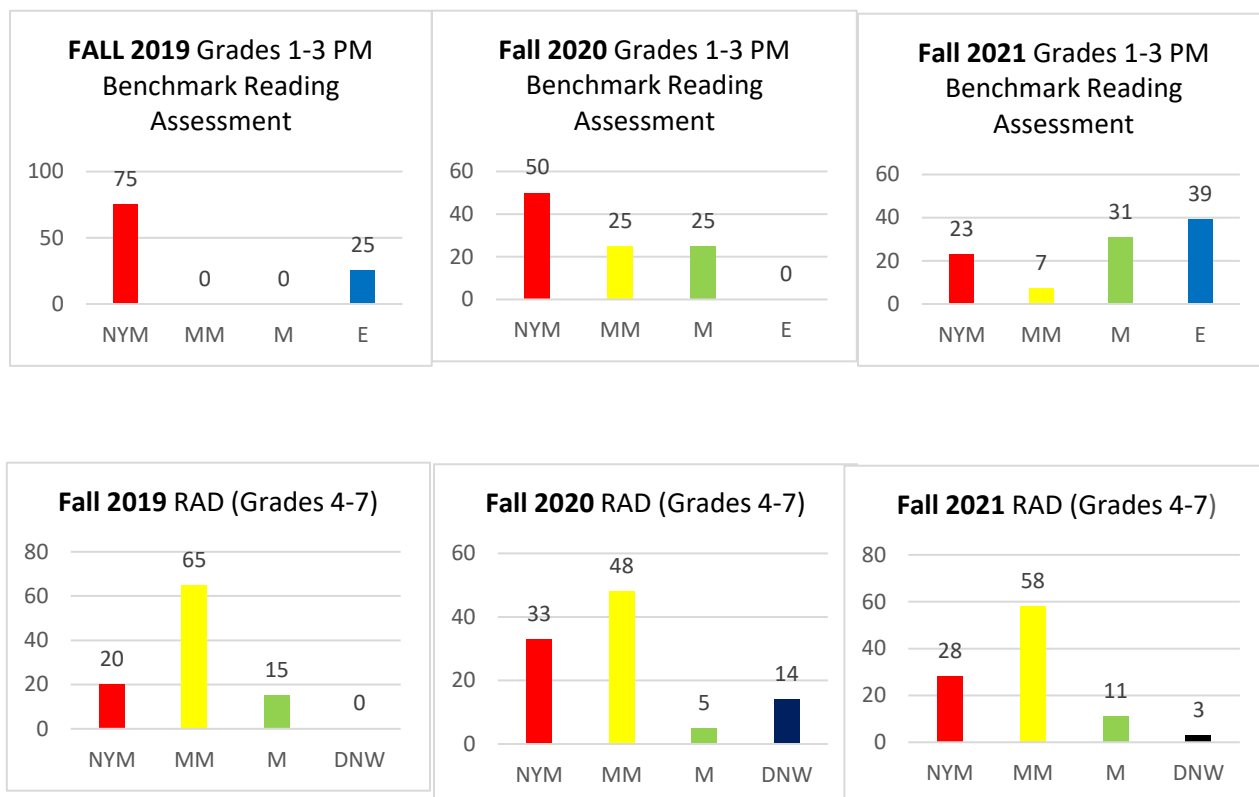
We are striving to support student success by creating and achieving goals in 3 key areas: Literacy, Numeracy & Social Emotional Learning. In addition to these fundamental areas of learning our staff and students are working to; honor diversity, enhance connections with our community and engage our workforce.

### PLANNING WITH A COVID-19 LENS

During the 2021/2022 school year we have experienced students returning who have not been to school for well over a year. These learners need extra intervention, supports and reassurance as they continue with their peers. To progress within the goals we have set, we have continued to utilize small focus groups with both literacy and numeracy, while keeping our learners engaged through hands-on, student-led project-based learning in various areas of the curriculum.

### LITERACY

**School Goal: By spring of 2023, 90 % of students will be minimally or meeting expectations as measured by the PM Benchmark and RAD assessment.**



### What We Have Seen

Learners have greatly enjoyed sharing and being the audience of shared literacy in our monthly assemblies. Learners are proud of what they have accomplished and have been inspired by the work of their peers. Knowing the importance of the social nature of learning we hope this practice will show a continued positive impact with our learners. In addition, we are adding a school-wide literacy project to our efforts this year supported by the Growing Innovations in Rural Sites of Learning (UBC). Staff have developed a “Story Collecting” theme to our literacy program which will allow students to further develop their identity and connection to family and community. Learners will have to opportunity to share their stories to peers and community. In addition, the school has participated in Story Building Workshops with our District Literacy Lead. We have seen progress in the development of literary elements as well as the willingness to share ideas and story with peers.

To assist in improving reading and comprehension skills we have challenged students to read at home for 20 minutes every day. Students/parents/guardians track the reading progress so that students can earn a prize from a retired teacher living in our community.



## Action Plan

As students are showing progress in areas of reading and comprehension we will continue to focus on the strategies listed below which are beginning to show success:

- Play-based “Blitz” (reading practice groups) (primary)
- Literacy based Professional Development
- Monthly Poem, Story and Reader’s Theatre performances
- Talking circles
- Cultural resources
- Instruction on non-fiction/fiction reading comprehension strategies
- Phonics and sight word practice (primary)
- Power Reading, Reading Buddies, and book talks (intermediate)
- School-wide literacy project (collecting personal stories of self, family, and community)
- Daily reading log



## SOCIAL EMOTIONAL

### School Goal:

1. To have all students from grade 2 through 7 identify their need to accept responsibility for their own actions.
2. To have all students from grade 2 through 7 identify and use strategies they have learned to resolve/avoid conflicts at school.

The data shows that the Grade 4’s are very comfortable at school and with themselves. The grade 7’s are showing a decrease in feelings of belonging and self-esteem which are rating lower in comparison to our school district. As this is not a historical decline it something we will investigate further with our staff and students. The data also shows that both grade 4’s and 7’s would benefit from improving their understanding of how their choices affect others.

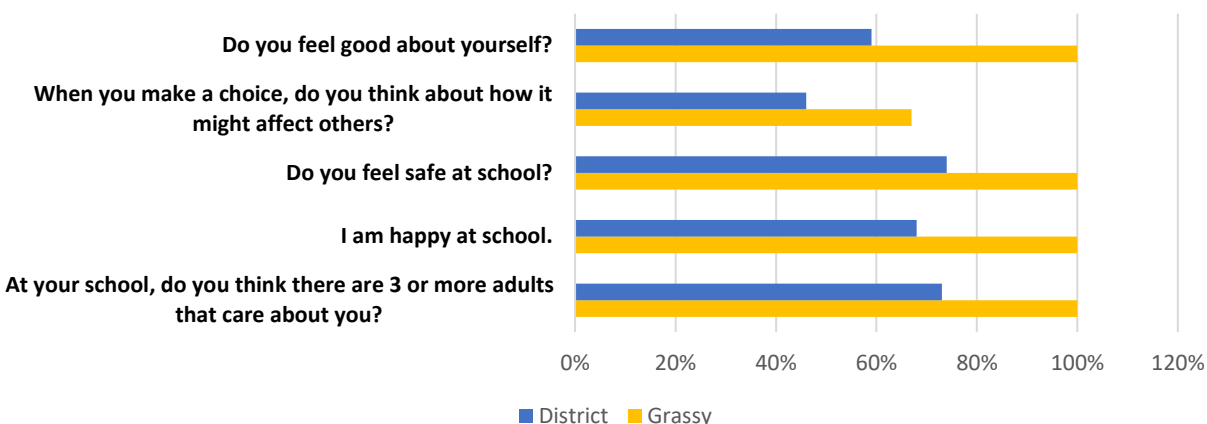


## What We Have Seen

Although we see very few behavior issues in our school, the data shows a need to recognize and utilize strategies to work through a problem. We feel that if we revisit, add to, and practice the taught strategies from years past, we will see growth in this area as well.

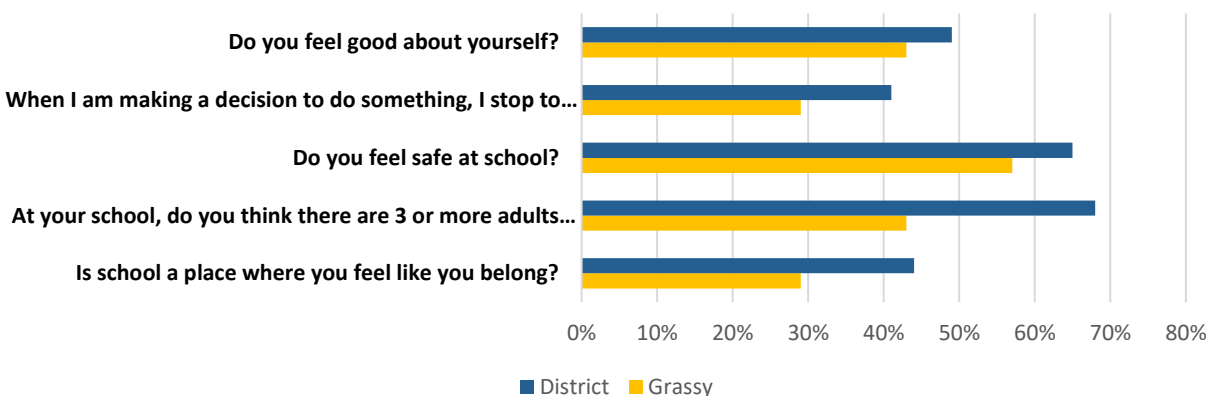
### Grade 4 - 2020 Student Learning Survey

\*Student repndong "most or all of the time"



### Grade 7 - 2020 Student Learning Survey

\*Student responding "most all of the time"



### Action Plan

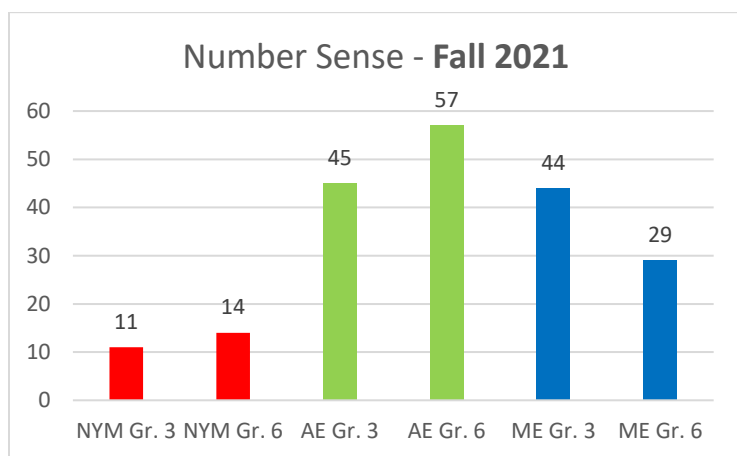
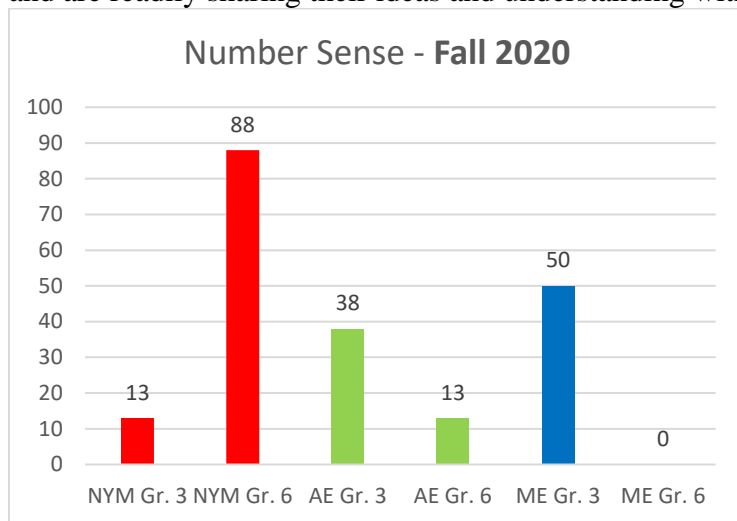
The staff felt that the use of the SNAP program in years past allowed students to develop self-regulation strategies as well as give all staff the ability to use the same language and approach to dealing with adverse behaviors.

- As a staff we will revisit the SNAP program.
- The principal will also continue teaching Growth Mindset and GRIT lessons during prep time with students.

### NUMERACY

**School Goal:** Each student will show one year's progress in number sense by the end of June.

The 2020/2021 DNA assessment has shown that numeracy skills have increased within the “meeting” level with our Primary learners. In years past, number sense has decreased when comparing our primary learners with our intermediate. We are hopeful that our small math groups will continue making a difference for our intermediate learners. In addition to gains seen in number sense, staff are reporting that students are exhibiting less math anxiety, an increased math vocabulary, have improved problem-solving skills, are more capable of independent work and are readily sharing their ideas and understanding with their peers.

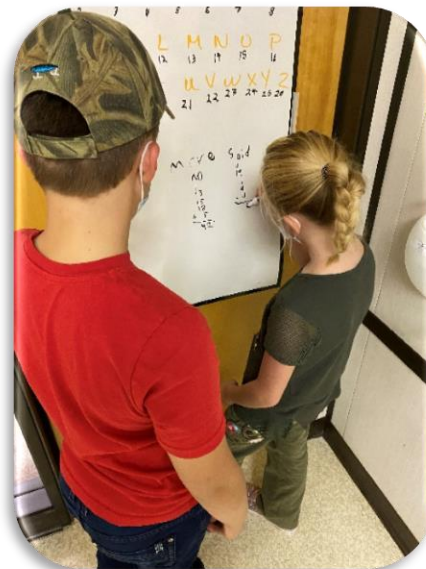


### What We Have Seen

In 2019 we began an inquiry which we have continued with. During PLC we plan, collaborate, reassess, and adapt as each school year progresses. We have divided our intermediate learners into four smaller learning groups to address the gaps they are showing with numeracy. In addition, all K-7 learners participate in weekly “Math Blitz” (play-based learning). As a result, we have seen our learners become more engaged. Learners have reported, ***“I like math better when we are in smaller groups, the teacher doesn’t seem to be rushing through so much”*** (Grade 6 Learner) and ***“I love the math games we play; it helps me have fun with my numbers”*** (Grade 4 Learner).

## Action Plan

- Weekly Math Blitz (play-based learning in smaller groups)
- Mathletics
- Supports and training from Roberta Toth (District Math Lead)
- Monthly progress assessments with SNAP math tool
- Math Talks & MathUP lessons
- Math activities and ideas in our newsletters
- Math nights for families
- Staff PLC inquiry focus
- Make math more visible in our school (number line in the hallway, math activities on the bulletin board etc.)



## HONORING DIVERSITY

We have had the privilege of utilizing the wealth of traditional knowledge from the three Indigenous communities on the Southside of Burns Lake and actively seek out opportunities to connect and with our local community members to bring authentic teachings into our school. Our school participates in yearly tea with the local elders where learners can showcase their projects and learning which have a connection with our local land and people. Each of our classrooms participates in the development of Carrier vocabulary as well as weekly talking circles. As previously mentioned with our literacy goals we are working with students to build connections with their community by learning the history and oral stories of the Elders in our community.

## ENGAGING OUR WORKFORCE

We take pride in the ‘family feeling’ our school offers our learners and see the value in collaborating with our LSW’s, bus drivers and custodial staff. The learners know these adults by name, they see that it takes a large team of caring individuals to operate our school. Staff members also enjoy the meaningful relationships that they build with our learners.

Our staff has benefited from collaboration with each other as well as with our District Literacy and Numeracy lead teachers. In addition to this collaboration, we have been able to work on specific areas of inquiry with both NOIE and The Growing Innovations for Rural Schools. These focus areas of inquiry have been specific to both numeracy and literacy. As a small school we have many opportunities to try things that larger schools may not.

## ENHANCE CONNECTIONS



***“I love that we get to **PLAY** and **WORK**. We need both of those things in our lives”***

- Grade 4 student

One of our most valued community connections is with Spirit North, whose mandate is to “empower Indigenous youth to be unstoppable in sport, school and life. Through the transformative power of sport and play... youth find the courage

***“We get to go outside and learn things that are useful to our lives...”*** – Grade 7 student

to take on any challenge, develop leadership skills, improve their health and wellness, discover new talents and unlock their limitless potential”. Spirit North comes to Grassy School every Tuesday hosting activities ranging from trail running and mountain biking to x-country skiing. Hands-on/interactive and engaging activities provides equitable and holistic learning opportunities for all our learners and complements the work that we do in our school daily.

Another valued connection which has been established is the Grade 6/7 Student Leadership Club. This club, assisted by staff members has partnered with the Youth Leadership Society of BC. The club provides opportunities for our learners to connect with community through the collecting and donating of food for hampers, as well as the construction of desks for some of our homeschooled learners. In addition to the partnership with YLSBC, the Leadership Club is also given the responsibility to connect our school learners to each other and their community through school spirit days that we call “**Fun Fridays**”. Simple games or activities are planned for lunchtime or bigger activities utilizing local knowledge keepers and artisans for school -wide in-class instruction are created. Learning opportunities have ranged from pottery to Haida Soap carving (offered by the grandfather of one of our students).



## EQUITY FOR ALL LEARNERS

To help our students get off to the right start each morning we have continued to provide a hot breakfast daily as well as a hot lunch once per week. In addition to fueling their bodies this program gives our learners unique social connections with their peers and teachers.

**We Are...**

**G**enerous

**R**espectful

**A**ccepting

**S**upportive

**S**uccessful and we

**Y**earn for Truth & Knowledge

Staff continue to strive to meet each child where they are. In addition to our teaching staff, our learners are supported by our Aboriginal Co-Ordinator as well as 2 LSW's within our school. Each of our students are given opportunities to lead and serve in their classroom and school through the gardening, recycling, and composting programs.

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## STUDENT ATTENDANCE

\*Student attendance from September to Nov 30<sup>th</sup>, 2021

Summary of Absences	Percentage of K-9 Students
5 days or less	32%
Between 6 -10 days	30%
Between 11 – 15 days	22%
16 or more days	16%

With all the efforts we make at our school to support our learners, these efforts are in vain if students do not attend school. Within the 2020/2021 school year we have noticed a significant increase in our attendance specifically on Friday's when we are participating in a School Spirit Day or Fun Friday. Students report that they don't want to miss school anymore because they know they will "miss out on the fun things". With all our efforts to increase attendance, Covid-19 has heavily contributed to low attendance rates with some of our students. Efforts to reach out and communicate with families and Indigenous communities have been made to ensure that students are still connected to our school.

## CONTRIBUTORS TO THE SCHOOL PLAN

### Members - School Staff

#### Teachers:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Support Staff:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Members - Parent Group

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School	
Principal Signature	
Date	
Staff Rep	
Date	