

GRASSY PLAINS ELEMENTARY JUNIOR SECONDARY SCHOOL

Grateful * Respectful * Accepting * Supportive * Successful * Yearn for Truth & Knowledge

DARE TO 'BEE' AMAZING!

School Plan to Enhance Student Learning
2025-2026



ABOUT US

Grassy Plains Elementary School is a small geographically isolated rural K-7 school with 62 learners, 3 teaching staff, 4 support staff and one teaching principal situated on the Southside of Francois Lake.

We have the honor of residing, playing, and learning on the traditional and unceded ancestral land of three indigenous nations: Skin Tyee, Nee-Tahi-Buhn, and Cheslatta. We are fortunate to have supportive members of the community, parents/guardians, volunteers, and Parent Advisory Council (PAC) members who collaborate to maintain Grassy Plains School as a welcoming, secure, and nurturing environment for our learners.



SCHOOL DISTRICT/SCHOOL MISSION AND 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 focus on student success through goals in Literacy, Numeracy & Social Emotional Learning, while strengthening community connections and staff engagement.

VULNERABLE LEARNERS – PLANNING FOR SUCCESS

Addressing Attendance Challenges

Our attendance data shows ongoing fluctuations, particularly among students facing challenges such as limited transportation, illness, or other personal factors.

These students often need extra support, interventions and encouragement to stay engaged in learning. To boost attendance and school spirit, we have continued to utilize **student-led theme days on Fridays**.

These initiatives have led to noticeable improvements in Friday attendance, overall student participation, and overall improvement in feelings of belonging and connection.

YEARLY THEMES

Each year, Mrs. Moyah introduces a yearly theme that supports the development of core competencies through assemblies, activities, and daily quotes displayed on the hallway bulletin board. This year's theme, *"Dare to BEE Amazing,"* encourages students to learn about the characteristics of bees and how these qualities connect to positive behavior and personal growth. Students are exploring how they, too, can **BEE** hardworking, responsible, teachable, honest, kind, respectful, positive, and fair in their everyday learning and interactions.



LITERACY

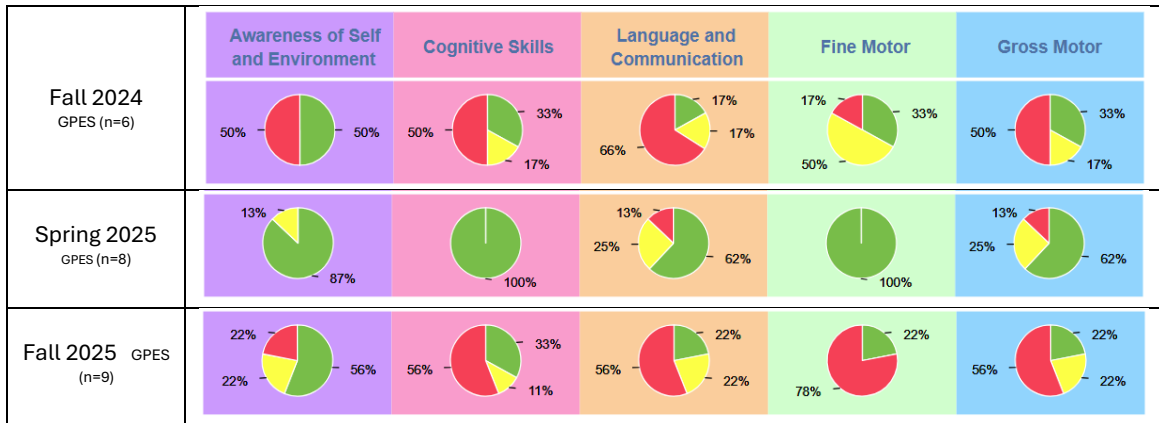
Goal: By June of this school year (2026), every learner will demonstrate measurable growth and improvement in literacy based on their individual learning needs.

How Will We Measure Growth?

- Kindergarten EYE- DA (Early Years Evaluation)
- PM Benchmarks
- CRR (District Cross-Curricular Reading Assessment)



Kindergarten Data – EYE DA (Early Years Evaluation)



Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

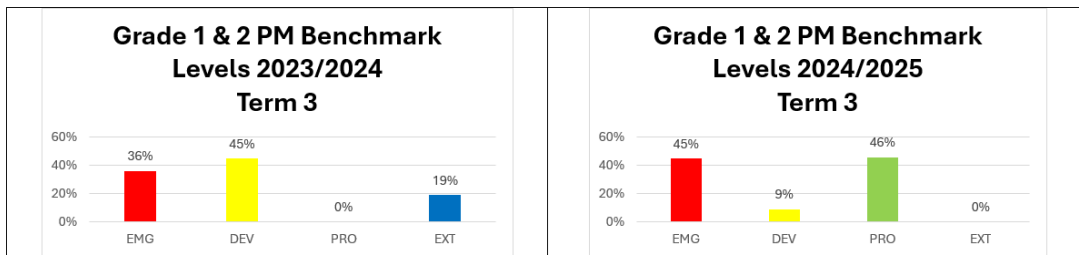
PM Benchmarks (Grade 1 & 2)

EMG – Emerging

DEV – Developing

PRO – Proficient

EXT – Extending



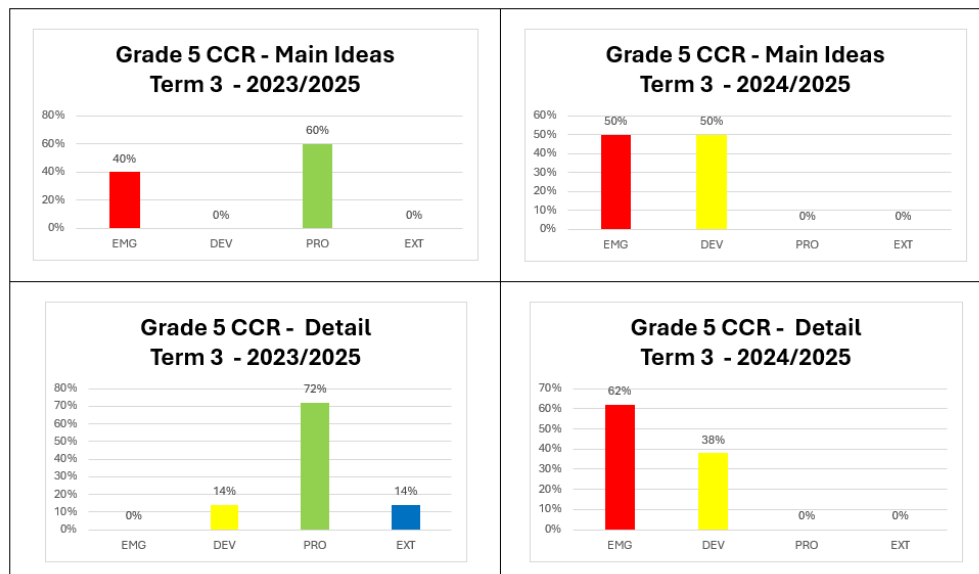
Grade 5 CCR – Cross Curricular Reading (District Assessment)

EMG – Emerging

DEV – Developing

PRO – Proficient

EXT – Extending



What We Have Seen

Students have been highly engaged in shared literacy assemblies and whole-school/buddy reading, taking pride in their learning and supporting one another. Younger students have benefited from modeling language and questioning strategies used by older peers, and new library resources have further strengthened reading engagement. Assessment practices across grade levels, including PM benchmarks, phonemic awareness programs, district and school-based reading assessments, and self and peer assessment tools, have assisted in monitoring progress, identify learning gaps, and tailoring instruction to support individual student growth.

Action Plan

Building on these successes and in addition to strategies previously listed, we will continue to support the development of reading and comprehension skills through the following actions:

- Continue shared literacy assemblies to strengthen student voice, confidence, and peer learning
- Sustain whole-school and buddy reading to support reading fluency, comprehension, and collaboration
- Monitor early learner progress through regular PM benchmark assessments
- Support early literacy development with phonemic awareness, phonics, sight-word practice, and take-home reading materials
- Use a range of literacy programs and resources (Heggerty, Reading A-Z, Janet Mort) to identify and address learning gaps
- Assess intermediate learners using district and school-based tools
- Use assessment data to guide personalized and targeted instruction
- Incorporate online tools (e.g., Kahoot, Epic) to engage learners and assess understanding
- Use rubrics, checklists, and peer/self-assessment to clarify expectations and support student reflection

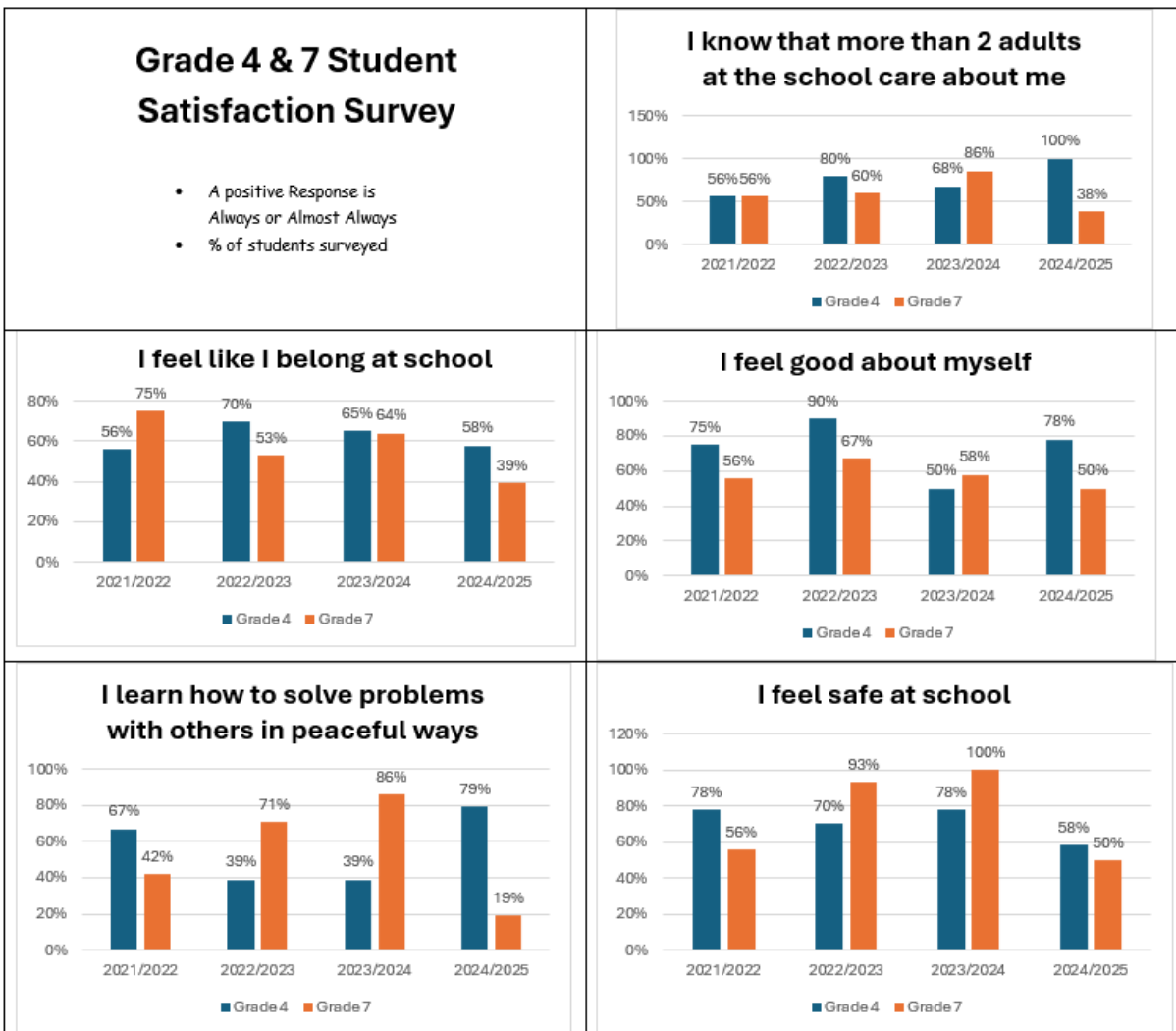
Recently, Grassy Plains School celebrated World Read Aloud Day with a school-wide reading experience in a cozy, welcoming space. Students explored the joy and importance of reading aloud while building language, listening, and comprehension skills through cross-grade connections. Younger students proudly shared their reading with older peers, while older students modeled expressive reading, helping to strengthen confidence, connection, and a shared love of reading throughout the school.



SOCIAL EMOTIONAL

School Goals:

1. 90% of Grade 4 & 7 students surveyed in the 2025/2026 Student Learning Survey will report that they know that two or more adults care about them at school.
2. 90% of Grade 4 & 7 students surveyed in the 2025/2026 Student Learning Survey will report that they feel like they belong at school.
3. 90% of Grade 4 & 7 students surveyed in the 2025/2026 Student Learning Survey will report that they feel good about themselves.
4. 90% of Grade 4 & 7 students surveyed in the 2025/2026 Student Learning Survey will report that they can solve problems with others in peaceful ways.
5. 90% of Grade 4 & 7 students surveyed in the 2025/2026 Student Learning Survey will report that they feel safe at school.



What We Are Seeing

Student satisfaction data shows differing trends between grade levels. Grade 4 responses have remained relatively consistent over time, with students reporting generally positive feelings of belonging, safety, and support. Grade 7 responses show more variability in the 2024/2025 school year, with lower results across several indicators. Given the small sample size (fewer than 20 students), these findings should be interpreted with caution and may not fully reflect overall student experience. As a result, the data has not been compared to district or provincial results but is being used to inform ongoing reflection and support planning.



While behaviour concerns remain minimal across the school, student survey data continues to suggest a need to better understand why some students do not consistently feel safe at school or recognize that multiple adults care about them. Ongoing efforts, including the use of talking circles, targeted classroom activities, and student voice through the Student Leadership Club and student-led surveys, are helping to identify these concerns and guide next steps to strengthen student connection and well-being.

Action Plan

Staff have been introduced to the Open Parachute Tier 1 and 2 mental health lessons and are beginning to incorporate them into weekly class discussions, alongside shared approaches such as SNAP and talking circles, to support student self-regulation, use common language, and respond consistently and restoratively to challenging behaviours.

- Open Parachute
- Stop Now & Plan (SNAP) program
- Growth Mindset
- Everyday Anxiety Strategies for Educators (EASE)
- District and community counselors
- Talking circles
- Student Voice (Leadership Club)
- Student Self-Reflection on Goals



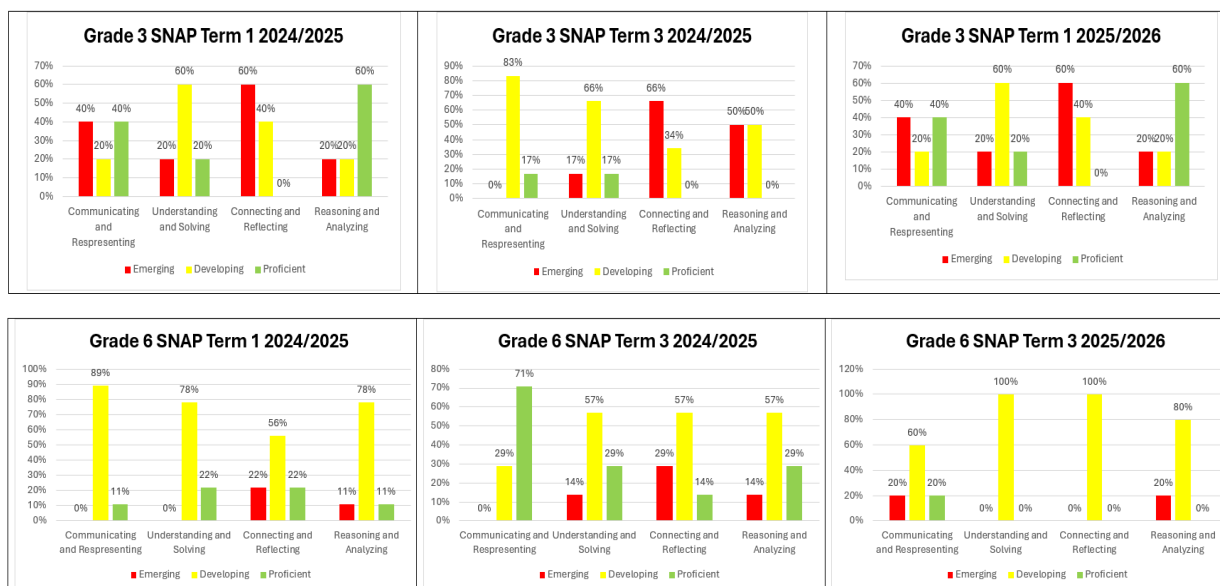
NUMERACY

School Goal: By June of this school year (2026), every learner will demonstrate measurable growth and improvement in numeracy based on their individual learning needs.

In years past, number sense has decreased when comparing our primary learners with our intermediate. We are hopeful that our small math groups and concentrated work on number sense will continue making a difference for our intermediate learners. Staff are reporting that students are exhibiting less math anxiety, have demonstrated 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.



Number Sense – Grade 3 and Grade 6 SNAP (District Numeracy Assessment)



What We Have Seen

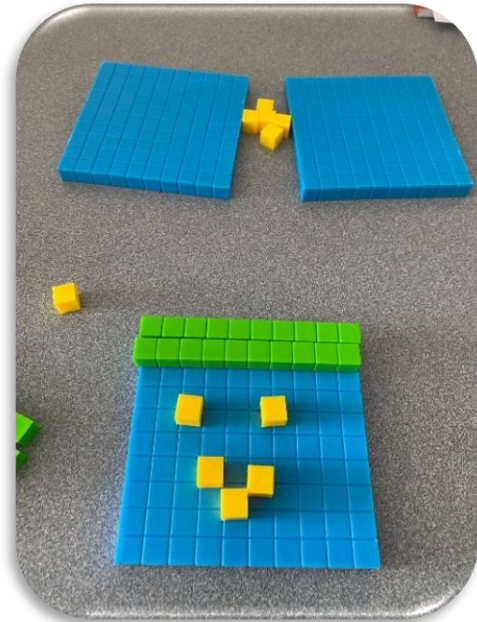
Every 4-6 weeks learners perform SNAP math assessments based on the units of learning they are involved in. We plan, collaborate, reassess, and make adaptations as we see progress and gaps within the SNAP assessments. Each Thursday, K-7 learners participate in weekly “Math Blitz” (play-based learning). 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

By using a variety of resources and activities for teaching number sense, we feel confident that we will continue to see improvement with each learner. Some of the resources and activities used include:

- **Manipulatives and Visual Aids:** Utilize manipulatives such as counting blocks, number lines, and ten frames to help students visualize and understand numbers.
- **Number Talks:** Engage students in regular number talks to promote mental math and develop their number sense through discussions and problem-solving.
- **Math Games & Weekly Math Blitz:** Incorporate math related games to make learning numbers engaging and fun.
- **Real-World Applications:** Connect number sense to real-life situations, such as shopping, budgeting, running concession and taking part in Kids Market to demonstrate the practical relevance of numbers.
- **Math Literature:** Use children's books and stories that involve numbers and counting to reinforce number sense concepts in a creative and engaging way.
- **Online Interactive Tools:** Integrate interactive online resources such as Mathletics that offer activities and games focused on developing number sense skills.
- **Differentiated Instruction:** Provide activities and resources that cater to different learning styles and abilities, ensuring all students can develop their number sense effectively.
- **Monthly Progress Assessments with District SNAP Tool:** effectively use this assessment tool to determine learning gaps and then collaboratively plan for success.
- **Math Activities and Suggestions in Newsletter/Math Nights with Families at the School:** Provide games and ideas to families to continue to build number sense at home through play.



By incorporating these resources and activities, educators can create a comprehensive and engaging learning environment to support the development of students' number sense.



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 a 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 Carrier and Culture with our local Elder, Helen Michelle.

While planning with the First People's Principles of Learning in mind, staff work to incorporate traditional ways of knowing, being and doing into all areas of the curriculum. Opportunities for holistic, hands-on, meaningful learning which honor the connection to self, community and place have assisted in developing much of our collaborative inquiries and learning through play. We have worked to think creatively to provide meaningful connections to the land through photography, art, science, physical education, and traditional plant identification and uses.



In addition to honoring the knowledge of our Indigenous communities, we prioritize creating a safe, caring, and inclusive learning environment for all students. We believe that every student deserves to be respected and valued, regardless of their race, culture, religion, sexual orientation, or gender identity and expression.

We dedicate our time and energy to fostering positive learning environments through various activities and initiatives. Special events like Pink Shirt Day and the District Share the Love Day are an opportunity for our school community to come together and promote kindness, respect, and acceptance. On these occasions, we engage in teaching moments that underscore the importance of accepting others, regardless of their background or identity.



We also celebrate cultural diversity through special events and activities. For instance, we annually mark the Chinese New Year with classroom celebrations and various cultural arts performances throughout the year. This helps students gain a deeper understanding and appreciation of different cultures, fostering a welcoming environment for all.

Grassy Plains School embraced the spirit of community and inclusivity during Share the Love Week by engaging in heartwarming activities centered around the book "All Are Welcome", by Alexandra Penfold. The school leadership students took the initiative to organize group games and activities, transforming lunchtime into a celebration of friendship and acceptance. In addition, every student at Grassy Plains School took part in creating a banner displayed in the gym, reading "All Are Welcome Here." This banner serves as a reminder of the school's commitment to inclusivity and kindness. Within the banner, students shared their creativity through small works of art that illustrated how they make everyone feel welcome. The artwork depicted acts of making friends, sharing, accepting differences, and spreading kindness throughout the school community. Through these collective efforts, Grassy Plains School not only celebrated diversity but also strengthened the bonds among students, ensuring a warm and inviting environments for all. Share the Love Week was a resounding success, highlighting the importance of unity and acceptance in building a caring school 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, and 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 members have seen positive benefits from collaboration with each other. Over the past three years our focus areas of inquiry, which have been specific to both numeracy and literacy, have allowed our small school opportunities to try things that larger schools may not.



ENHANCE CONNECTIONS

In asking “How can we involve the community in our educational goals?” we have considered and incorporated the following strategies:

1. **Community Partnerships:** Collaborate with local businesses, organizations, and individuals to provide resources, mentorship, and real-world learning opportunities for students.
2. **Community Events:** Organized events, such as open houses, BINGO nights, assemblies, Elders Tea and Soup and Bannock day, Kids Market, and our Christmas concert to engage the community and showcase student accomplishments.
3. **Volunteer Programs:** Establish volunteer opportunities that allow community members to contribute their time and expertise to support student learning and school initiatives. (Outdoor learning, extracurricular activities, etc).
4. **Community Feedback:** Seek input from community members through our Parent Advisory Committee and Indigenous Education Co-Ordinator's from the Nations to ensure that educational goals reflect the needs and values of the community and families.
5. **Community Outreach:** Communicate regularly with the community through newsletters, social media, and public meetings to share progress on educational goals and solicit feedback. (RCMP liason, Chinook Community Response Center, Cheslatta Carrier Nation, Nee Tahi Buhn and Skin Tyee Nation).



By actively involving the community in our educational goals, we can create a more inclusive and supportive learning environment for our students.

Spirit North Partnership We have a valuable connection with Spirit North, an organization dedicated to empowering Indigenous youth in sports, academics, and life. Through sports and play, Spirit North helps youth tackle challenges, develop leadership skills, improve health and wellness, discover talents, and unlock their potential. Every Tuesday, Spirit North hosts a variety of activities at Grassy School, including trail running, mountain biking, and x-country skiing. These hands-on and engaging activities provide equal learning opportunities for all learners and complement our daily schoolwork.



Student Leadership Club The club offers our learners the chance to engage with the community by collecting and donating food for hampers, organizing fundraisers for the Chinook Emergency Response Society, and undertaking a new project each year that leaves a lasting impact on the school and community. The Leadership Club works to foster connections among our school learners and their community through School Spirit days on Fridays, where they organize simple games and activities during lunchtime. They also coordinate larger activities that involve local knowledge keepers and artisans, providing school-wide in-class instruction on various subjects such as bannock making, foraging, collecting and photographing local histories, mapping and abstract art.



EQUITY FOR ALL LEARNERS

To support student well-being and ensure learners are ready to engage each day, the school continues to provide a daily hot breakfast, fresh fruits and vegetables in each classroom, and hot lunches.



Staff are encouraged to approach each learner with a growth mindset, meeting students where they are and providing equitable opportunities to learn, lead, and serve within their classrooms and the wider school community throughout the year.

