

# GRASSY PLAINS ELEMENTARY JUNIOR SECONDARY SCHOOL

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

## School Plan to Enhance Student Learning 2022-2023



### ABOUT US

Grassy Plains is a small rural K -12 school of 76 students, located on the Southside 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 welcome, 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 honors 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 EFFECTS OF THE PANDEMIC

Due to the ongoing effects of the pandemic, we continue to see fluctuating data within our school. We have several vulnerable learners who are affected by circumstances outside of their control, such as transportation shortages, illness, and various personal situations. 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.

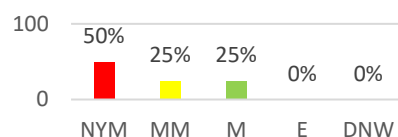
### LITERACY

### School Goal:

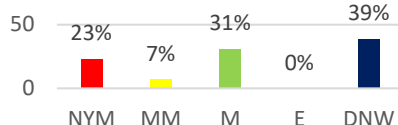
- Each student will show one year's progress in reading, writing, comprehension and oral literacy by June of this year (2023).

#### PM Benchmark Reading Assessment

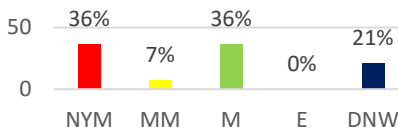
##### Fall 2020 Grades 1-3



##### Fall 2021 Grades 1-3

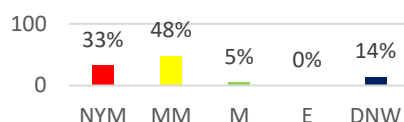


##### Fall 2022 Grades 1-3

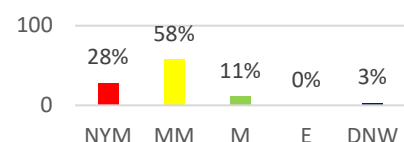


#### RAD Reading Assessment

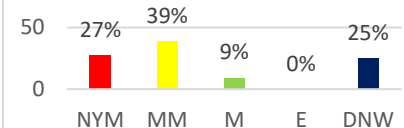
##### Fall 2020 Grades 4-7



##### Fall 2021 Grades 4-7



##### Fall 2022 Grades 4-7



NYM - Not Yet Meeting  
MM - Minimally Meeting  
M - Meeting  
E - Exceeding  
DNW - Did Not Write



### What We Have Seen

Learners have greatly enjoyed both contributing and being the audience of shared literacy in our 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. Staff members have continued the theme of “Story Collecting” in our literacy program which has allowed students to further develop their identity and connection to family and community. Through various activities during the year, learners can share their stories to peers and community. All through this project 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 classes participating in buddy-reading as a school-wide activity. Another valuable support to this initiative has been the addition of library books through the Indigo Love of Reading Grant.



We are hoping to see students increase their time reading as well as develop a greater enjoyment and desire to read the new materials in our library.

Each year, three planned PM benchmark assessments are utilized for tracking the progress of our early learners. Sight-word lists and reading books are sent home with students for additional practice and student progress is noted in each reporting period. Additional assessment resources include the Heggerty System of Phonemic

Awareness, the Reading A-Z program, and the Janet Mort literacy program are utilized to track student progress and address gaps when identified.

**Action Plan**

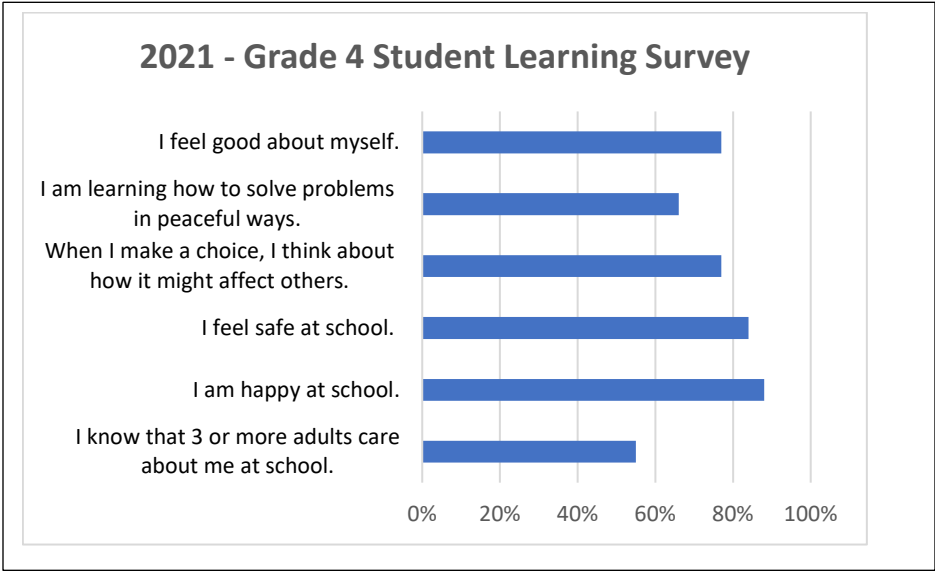
As students are showing progress in areas of reading and comprehension, we will continue to focus on the strategies listed below which are beginning to show success:

- Play-based “Blitz” (reading practice groups) (primary)
- Literacy based Professional Development
- 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 (intermediate)
- School-wide literacy project (collecting personal stories of self, family, and community)

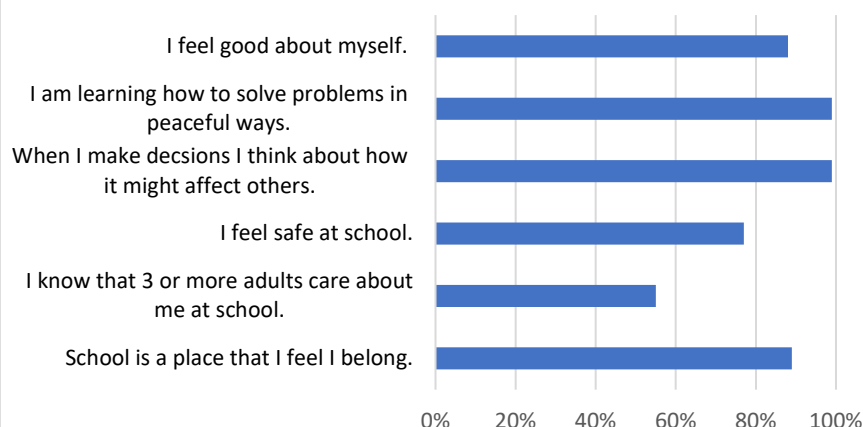
**SOCIAL EMOTIONAL**

School Goal:

1. **90% of Grade 4 and Grade 7 students surveyed in the 2023 Student Learning Survey will report that they feel good about themselves.**
2. **90% of Grade 4 and Grade 7 students surveyed in the 2023 Student Learning Survey will report that they know that three or more adults care about them at school.**
3. **90% of Grade 4 and Grade 7 students surveyed in the 2023 Student Learning Survey will report that they feel safe at school.**



### 2021 - Grade 7 Student Learning Survey



### What We Have Seen

When looking at the data collected from our Grade 4 and 7 students, we see that most of our students answer in a positive manner regarding their safety, happiness, thoughts about themselves, and their ability to solve conflicts in peaceful ways. Being that our sample size is quite small (20 students), we do not feel that the data accurately compares to that of the district or province and have not used this comparison in our analysis.

Over the past 5 years our district student data portal has shown an average of 9 (low to medium priority) behavior reports per year. Although we see very few behavior issues in our school, the Student Learning Survey shows that we could work on finding out why some students do not feel safe at school, are unable to recognize that three or more adults care about them, and support students in developing a positive self-identity. We feel that if we specifically address these three goal areas through talking circles and classroom activities, we will see growth in this area as well. We are currently making use of our Student Leadership Club through discussions and student led surveys to discover why some students may be feeling unsafe at school as well as how to identify caring adults within the school.



### Action Plan

The staff felt that the use of various school and community resources would enable 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. We have seen positive benefits from incorporating shared language around Stop, Now and Plan (SNAP). We have seen huge benefits in devoting the time it takes to discuss issues in talking circles while working to incorporate aspects of traditional practices of restorative justice when negative behavior occur.

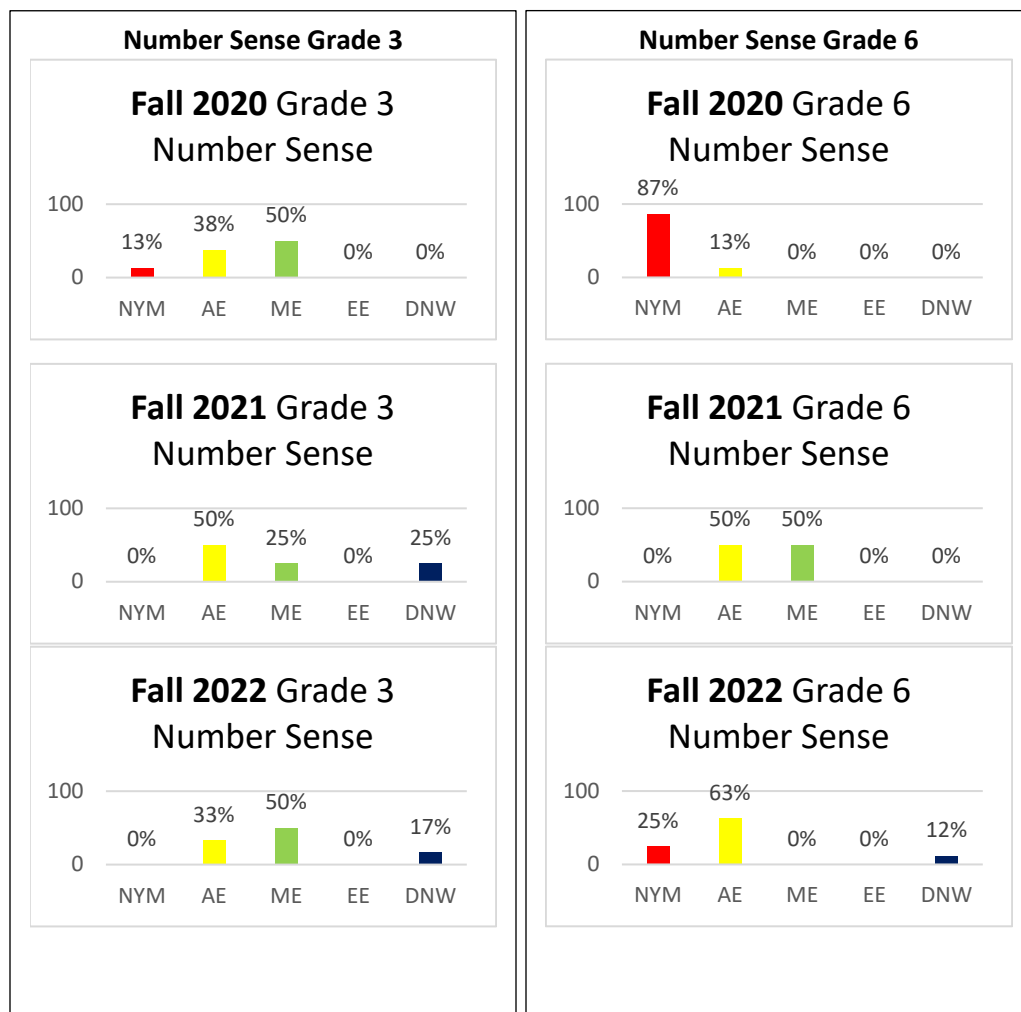
- Stop Now & Plan (SNAP) program
- Growth Mindset
- Everyday Anxiety Strategies for Educators (EASE)
- District and community counselors
- Talking circles
- Mindfulness



## NUMERACY

**School Goal: Each student will show one year's progress in number sense by the end of June 2023.**

The 2020/2021 and 2021/2022 DNA assessments have shown that numeracy skills are rising out of the 'Not Yet Meeting' and moving toward 'Approaching Expectations' and Meeting Expectations. 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.



NYM - Not Yet Meeting  
 AE - Approaching Expectation  
 ME - Meeting Expectation  
 EE - Exceeding Expectation  
 DNW - Did Not Write

### What We Have Seen

In 2019 we began an inquiry which we have continued to present day. The question of inquiry is, "Will small learning groups assist in the development of number sense through the use of math games, manipulatives and play?". Every 4-6 weeks learners perform SNAP math assessments based on the units of learning they are involved in. Within our Professional Learning Community (PLC) we plan, collaborate, reassess, and make adaptations as we see progress and gaps within the SNAP assessments. We have divided our intermediate learners into five smaller learning groups to specifically 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)
- Athletics
- Supports and training from 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
- Focused Staff PLC Inquiry
- 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 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 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. 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 around story and learning through play.



In addition to honoring the knowledge of our Indigenous communities, we have worked to develop an inclusive and safe environment for all our learners. Students have taken part in whole school multicultural art activities, multicultural events, and have taken part in planning and implementing projects for our district "Share the Love Day".

## 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 as well as with our District Literacy and Numeracy lead teachers. These 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

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 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.

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



The school itself has become a hub of the community where many extra-curricular youth programs take place. Some of which include the Junior NBA program, the Cheslatta After-School Program, and the Southside 4H Club. All of which support our learners in various activities which extend their learning and provide opportunities for community members to connect with and build up our learners.

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 a legacy project for the school/community each year. 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, as well as bigger activities utilizing local knowledge keepers and artisans for school-wide in-class instruction. Learning opportunities have ranged from pottery to dandelion jelly making.

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

— Grade 4 student



## 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.

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 5 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.

**We Are...**

**G**enerous

**R**espectful

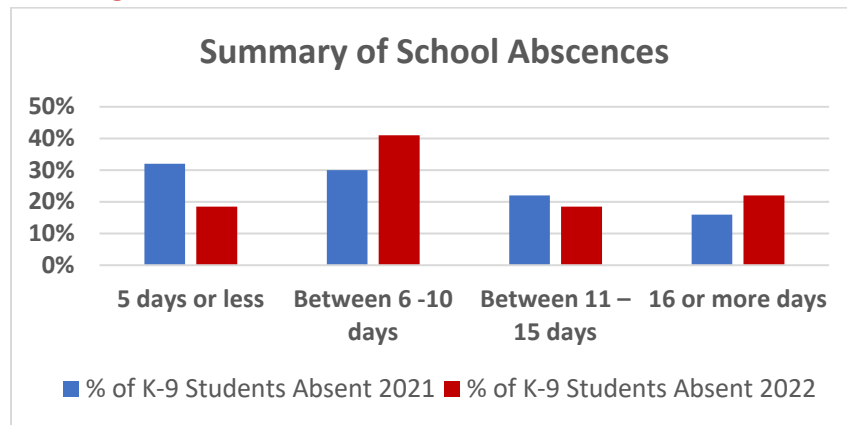
**A**ccepting

**S**upportive

**S**uccessful and we

**Y**earn for Truth & Knowledge

## STUDENT ATTENDANCE



With all the efforts we make at our school to support our learners, these efforts are in vain if students do not attend school. Since starting our Fun Friday activities in 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 do not want to miss school anymore because they know they will "miss out on the fun things". With all our efforts to increase attendance, the ongoing effects of the pandemic as well as issues with bussing have 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.