Grindrod Elementary School
School Learning Plan 2026-2027

School Context

Located in a rural area 8 kilometers from the town of Enderby and 18 kilometers from the regional hub, Salmon Arm, Grindrod School is situated adjacent the Shuswap River in the heart of the North Okanagan farming belt. Families in our community work in a range of industries from field crop and livestock farming to the service industry. The community has a diverse lower to middle-income socio-economic background. Currently we have 129 students in six classes, 13 of which carry special ministry designations. We are also the home school to 20 children of indigenous ancestry. Our school is home to students from Enderby, the Ashton Creek and Mable Lake area, the Gardom Lake area and the Mara Lake region. Approximately 70% of our students are bussed a significant distance each day making before and after school activities challenging. Our school population tends to be quite stable with few students moving during the school year.

The beautiful Shuswap River runs through our town and is at the heart of this beautiful rural community. The river provides irrigation to many farms as well as access to the head of the lake at Mara Lake. Many families float down the river, swim, and fish in the river in the spring and summer. It is a hidden gem of the community.

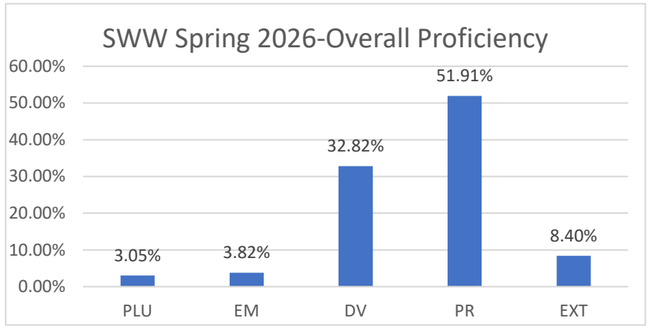
Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments…

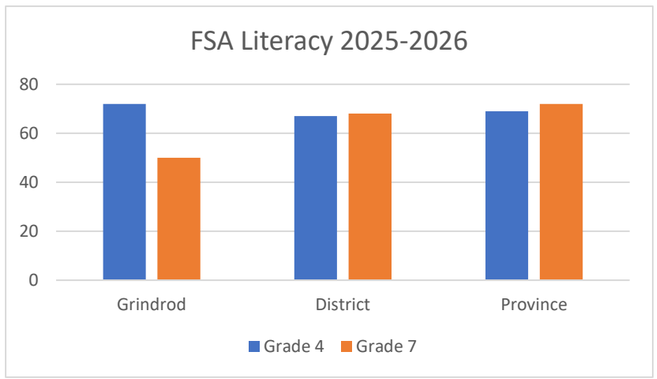
Literacy Goal:	Numeracy Goal:
Students will write complete sentences that build descriptive paragraphs. Students will use grade level spelling, vocabulary and punctuation. Data Collection: Final Learning Update grades FSA (fall) Writing snapshot (fall and spring) using school generated proficiencies (complete sentences, grade appropriate spelling, punctuation) recorded in Edplan Insight Goal: Our target is that 75% of our students will be able to write a complete sentence using descriptive language with proper grade level spelling and punctuation.	Students will improve their understanding of basic math facts. (computation) Data Collection: Final learning Update grades FSA (fall) SNACC (spring) recorded in Edplan Insight Goal: Our target is that 75% of our students will be able to use computational fluency with math facts at their grade level. Automaticity in math refers to the ability to quickly and confidently recall mathematical facts and perform calculations without conscious thought.
Strategies and Actions:	**Strategies and Actions:**
Teach and model complete sentences and descriptive paragraphs Use anchor charts defining complete sentences and descriptive writing Teach and model grade level spelling Teach and model grade level punctuation Develop or choose a spelling program or methodology for intermediate grades	Define, with students the expectations for the math facts (curricular expectations) Targeted math support with identified students (internal) Develop a curricular based assessment tool to measure growth in basic facts

Data to Inform/Support Literacy Goal:

School Wide Write in fall and spring-assessment of complete sentences, punctuation and spelling, the use of descriptive words and phrases.



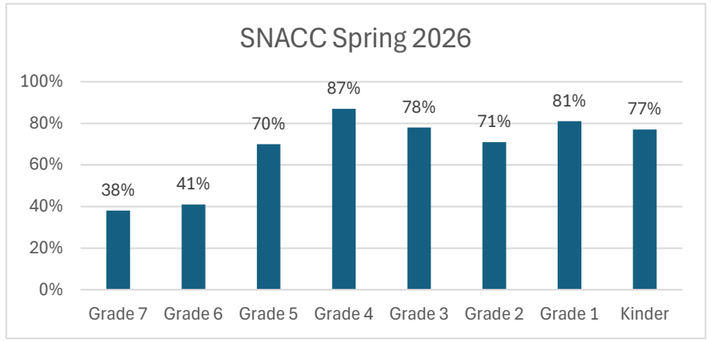
This chart shows that 60% of our students are able to write at a proficient or higher level



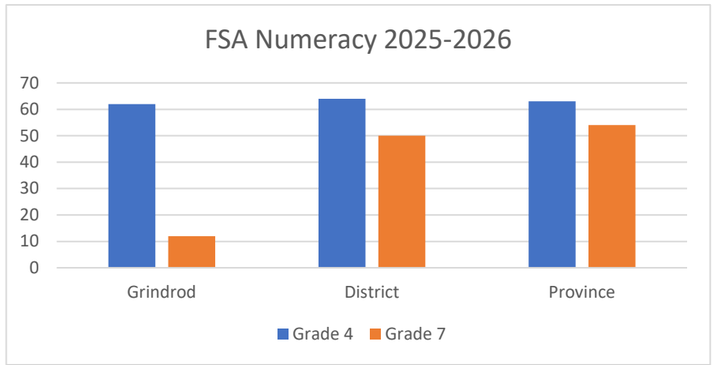
The FSA initial data shows that Grindrod is comparable to literacy skills in the district and province. (72% for grade 4 and 50% for grade 7)

Data to Inform/Support Numeracy Goal:

Student Numeracy Assessment of Critical Concepts in Math. Spring 2026. Only level A questions were used in this analysis.

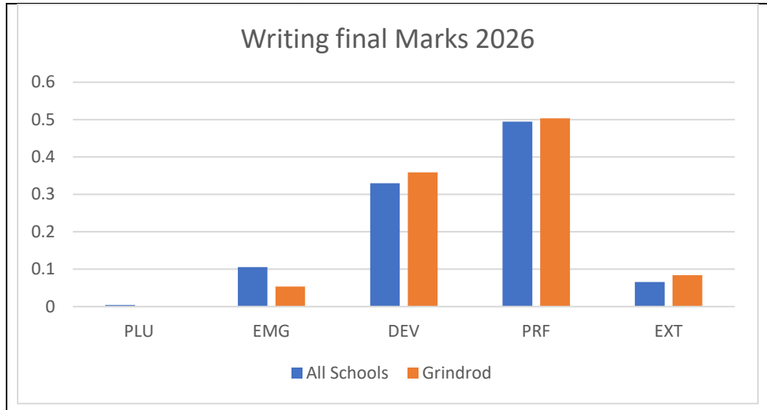


This chart shows that 68% of our students can do basic math at a proficient or higher level.



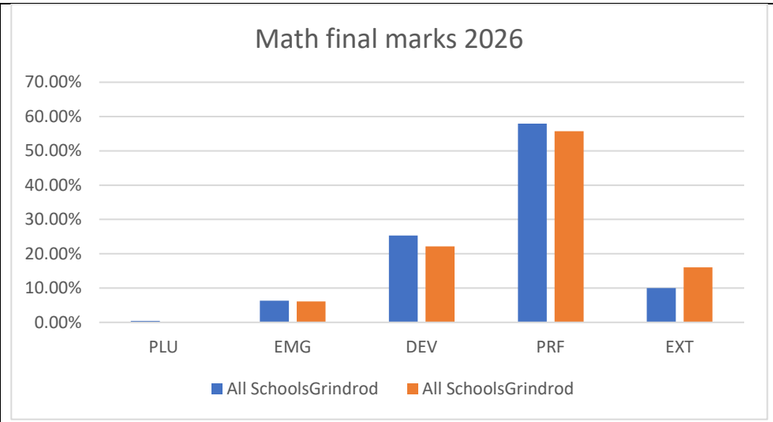
This chart shows FSA scores for grade 4 and 7 and compares Grindrod results with the district and province.

Our grade 4 students are 62% on track as compared to 64% and 63% respectively at the district level and provincial level. Our grade 7 results (12%) are far below the district (50%) and province (54%).



This chart shows the final grades for writing at Grindrod Elementary.

59% of Grindrod students are proficient or above in Writing
56% of all SD students are proficient or above in Writing



This Charts shows the final grades for numeracy at Grindrod Elementary.

72% of all Grindrod students are proficient or above
68% of all SD students are proficient or above.

Data Analysis/Narrative:

We have focused on writing for the last 3 years and have seen some improvements. Students, at all stages of literacy development should be able to conceptualize and write a complete thought with details.
We believe that students must be able to write a meaningful sentence with details to support the message. We also wish to see students apply grade level punctuation and spelling rules to their sentences.

Edplan Insight data for the school wide write showed that 60% of our students wrote at a proficient level.

FSA results for literacy shows 72% on track for grade 4 and 50% on track for grade 7. We would like to see the grade 7 results much higher.

Summary of Learning marks in Writing for final mark showed an average of 59% of all students writing at a proficient or higher ability level.

Our Work this year in Writing:
We will make a classroom model for "A good sentence" and "A good paragraph"

We will develop a tool for assessing spelling

Find and share strategies to teach and monitor punctuation across the grades

Develop or choose a spelling program or methodology for intermediate grades

Data Analysis/Narrative:

This is our second year focusing on this goal.

We have purchased a math fact program called Math Tools for Success. Students in grade 2-7 will practice their adding, subtracting, multiplication and division fluency daily.
The Student Numeracy Assessment of Critical Concepts (SNACC) is administered in April. The SNACC test measures basic mathematical understanding (level A), up to application and multistep problems (level C).
Our data shows that 68% of students were on track for level A math questions. After grade 4 the scores decline.

Our FSA data showed a decline in overall math ability for intermediate students. Our grade 7 data was below the district and province average, with only 12% on track. In grade 4, students were 61% on track, the same as the district results.

Summary of learning marks in math for the June term showed an average of 72% proficient.

Our work this year in Math:
Staff will develop an assessment tool to identify baseline understanding of basic facts in mid October. We will administer the assessment tool in spring to see how students have progressed.

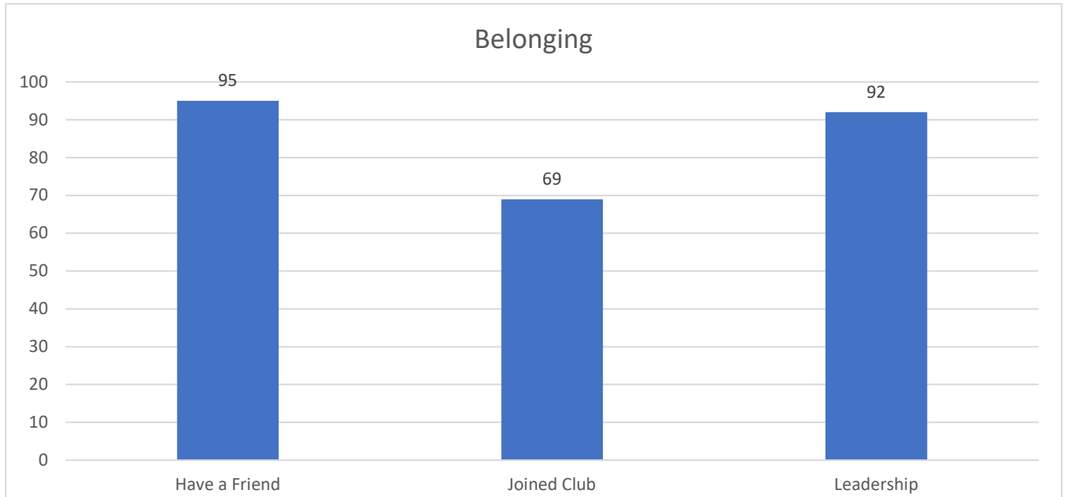
We will bring in parent/home support for math facts so students get much-needed practice to master their math facts.

We will also look at ways to engage/motivate our students who are not progressing through the program.

Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-being
• In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.* • Goals must be focused on measuring a sense of belonging. • Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	• In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.* • The goal must be focused on STUDENT well-being. • Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.
Sense of Belonging Goal:	**Student Well-Being Goal:**
Each student will feel welcome, safe, and connected to peers and adults in their schools. 90% of all students will report that they feel that they belong at Grindrod Elementary on the Grindrod Belonging survey administered in March.	Each student will feel socially, emotionally, and mentally supported within their schools and the district. 90% of our students will report that they feel supported by school staff on the Grindrod Belonging survey adminstered in March.
Strategies and Actions:	**Strategies and Actions:**
Staff will focus and discuss social responsibility in context to the classroom and school events. Teachers will use the language of belonging in literature and when discussing the core competencies. Staff will share student concerns and collaborate on how to connect and support that student. Continue purposeful leadership opportunities in the classroom and school wide	Discuss with students what **well being** and wellness means and how do we feel and know when we are well PHE Curriculum: Teach units on advocacy, where to find help, anxiety and stress responses Identify examples of self advocacy in literature and within classroom contexts (Notice it, Name it and Nurture it) Use the WITS program school wide, aimed at developing capacity to help self and others
Data to Inform/Support Sense of Belonging Goal:	**Data to Inform/Support Student Well-Being Goal:**
School Learning survey Belonging Survey	School Learning survey Belonging Survey

Data Analysis/Narrative:

Belonging is the need to feel accepted, connected and valued. It is fundamental for growth and happiness.
Our Belonging survey aims to find out how students feel about their place at our school.
I have at least one friend at school.
I have joined an extracurricular group at school.
I show leadership.

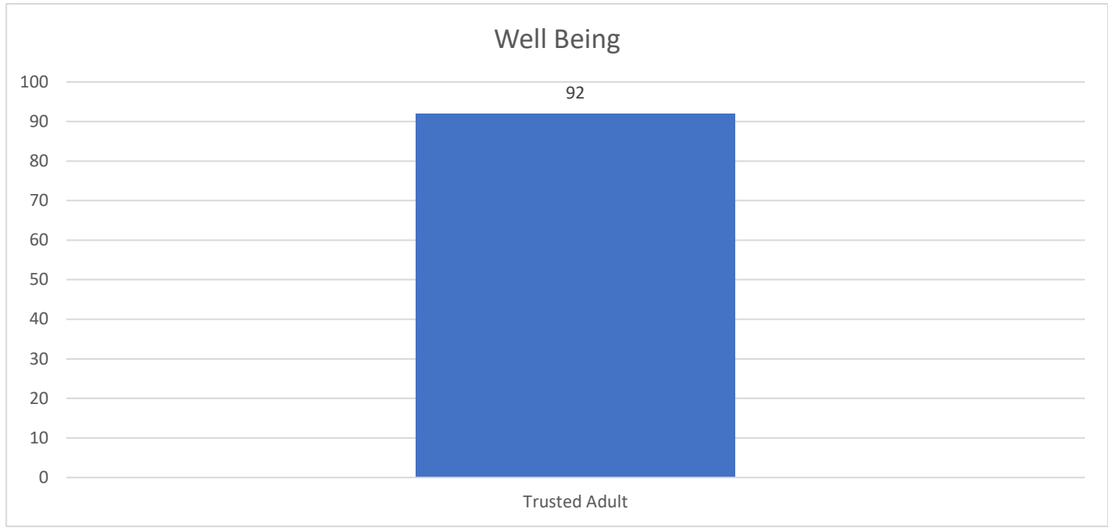


Our survey shows that over 90% of our students have a friend and get involved in improving their school and classroom. This is indicative of students who feel connected and belong to their school.

Data Analysis/Narrative:

Well-being refers to the overall experience of health, happiness, and prosperity, including mental, physical, and social dimensions.

Our Belonging Survey aims to find out if they foster social connections and access support.
I know how to make friends.
I have at least one adult who I can get support.



Our survey shows that 92% of our students have at least one trusted adult who they can go to for support.

The students who have reported that they do not have a support person will be a focus for staff next year to help develop a connection to that student.
Next year we wish to add two more questions to our survey to uncover physical and emotional well being.

Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

Career Development Curriculum can be embedded into other subject areas and thematic topics. Strategies to encourage students to develop the skills and competencies in different career sectors include:

- Being mindful to connect all curricula with a matching career. Eg(salmon life cycle with environmental science careers and fisheries, rock cycle with careers in engineering and geology)
- At staff meetings and pro-d sessions, look at resources from the school district career department.
- Using My Blueprint, students can do interest and aptitude surveys to identify areas of interest. Explore careers and pathways.

Resources and Professional Learning Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	School Learning Plan Consultation Process Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
Discuss how careers ideas can be embedded into another curriculum. Access district Career teacher for support with resources Library resources-children’s books reflecting careers. Bring in parents to talk about their careers.	This plan has been shared with the PAC and staff members.