

Grindrod Elementary

School Learning Plan 2024-2025

School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

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 125 students in six classes, 15 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.*

School District No. 83 (North Okanagan Shuswap)

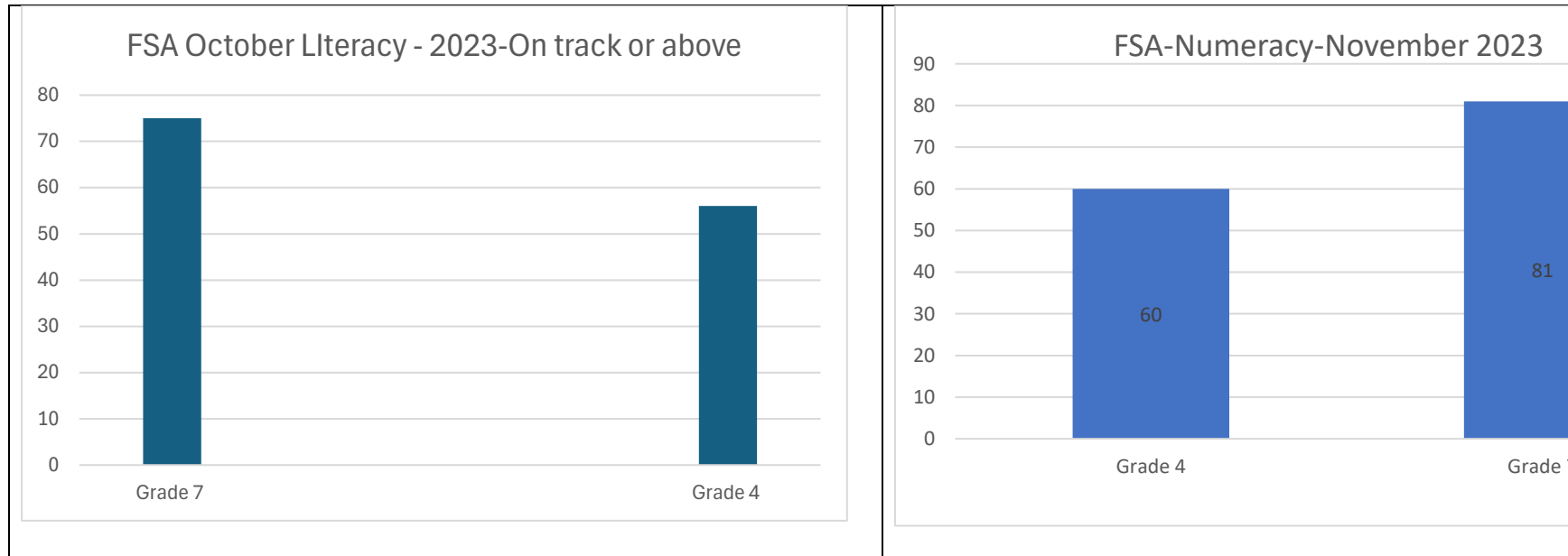
- Goals must be specific, measurable, achievable, informed by and supported by data. - Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...	
Literacy Goal:	Numeracy Goal:
Students will improve their writing skills in all areas including meaning and conventions. Teachers use a variety of assessment tools to determine proficiency levels such as performance standards, rubrics, writing continuum and exemplars. Our target is that 70% of students will score a proficient grade in writing each term.	Students will improve their ability to solve math problems. Students will improve their understanding of the core concepts in math. Our target is that 60% of students will score proficient or higher on the Level C-problem solving questions in the spring Student Numeracy Assessment of Critical Concepts.
Strategies and Actions:	Strategies and Actions:
Using UFLI and Heggerty phonics programs Use Writing performance standards in assessing writing throughout the year Develop a writing continuum across the grades Continue to use Adrienne Gear Writing Powers Writing daily Use self assessment strategies to teach students how to identify good quality writing	60 minutes of math instruction per day Use problem solving daily Teach students how to visualize and understand the problem Some teachers are using Mathology and will share ideas Numeracy Support teacher (internal) to support all teachers with numeracy instruction
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:

Vision: Preparing students to become educated citizens who contribute to a dynamic, sus

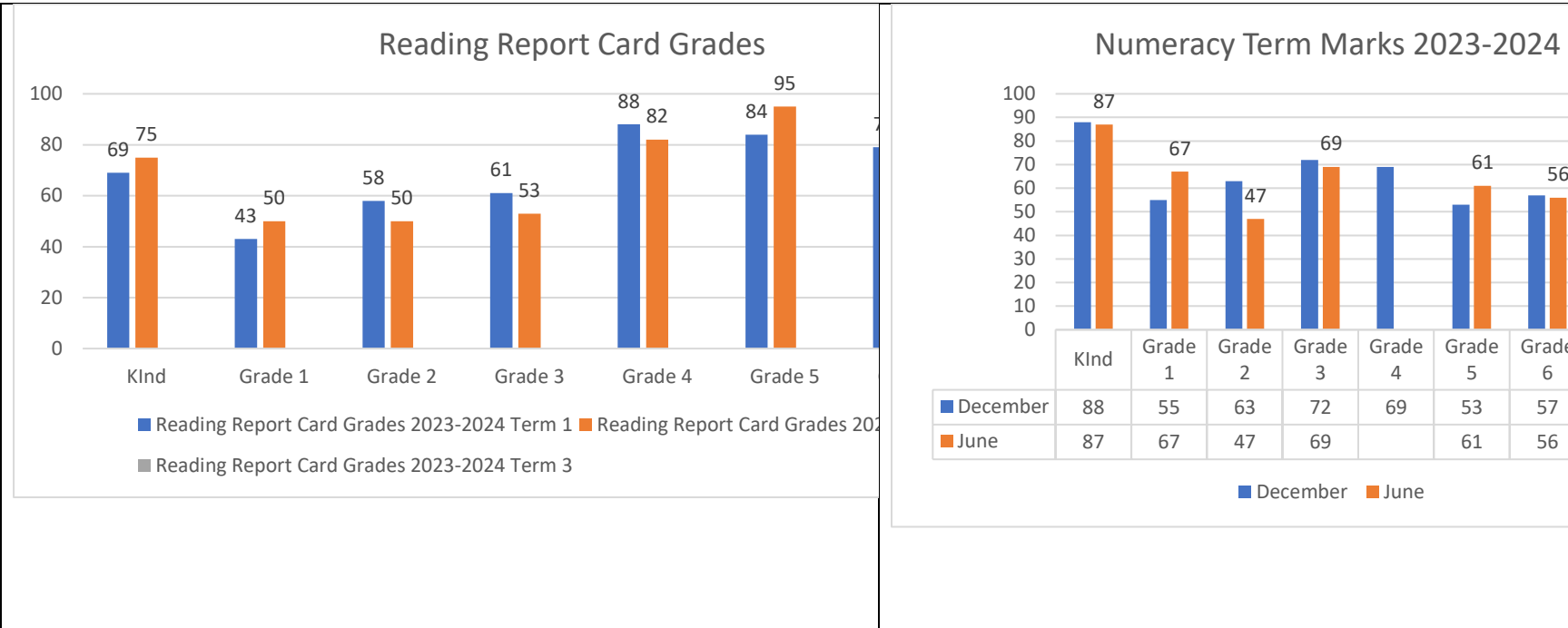
Mission: Empowering students to become confident, curious, and caring individuals who thrive in their

Values: Belonging, Respect, Empathy, Equity, Perseverance, Recon

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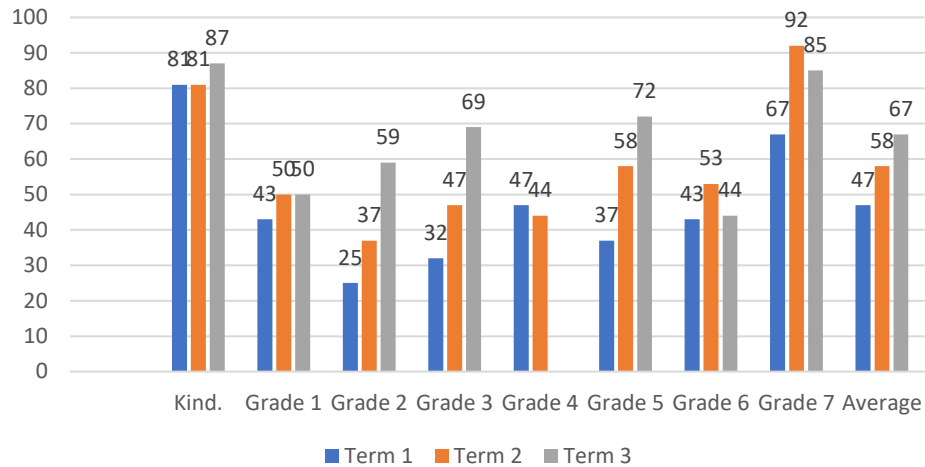


Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable community.
Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning environment.
Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

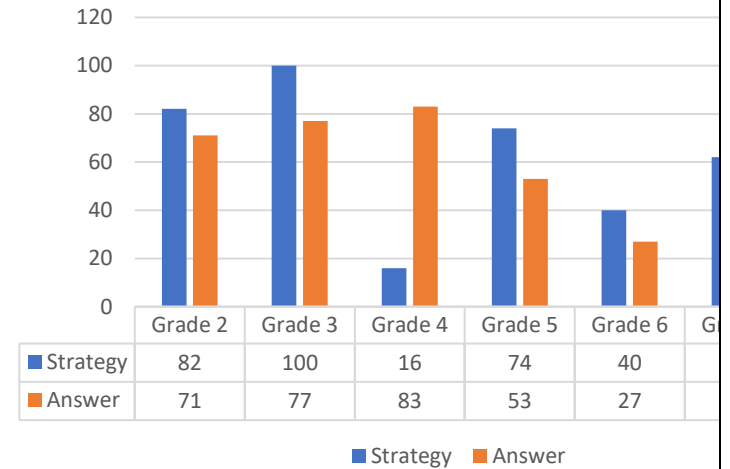


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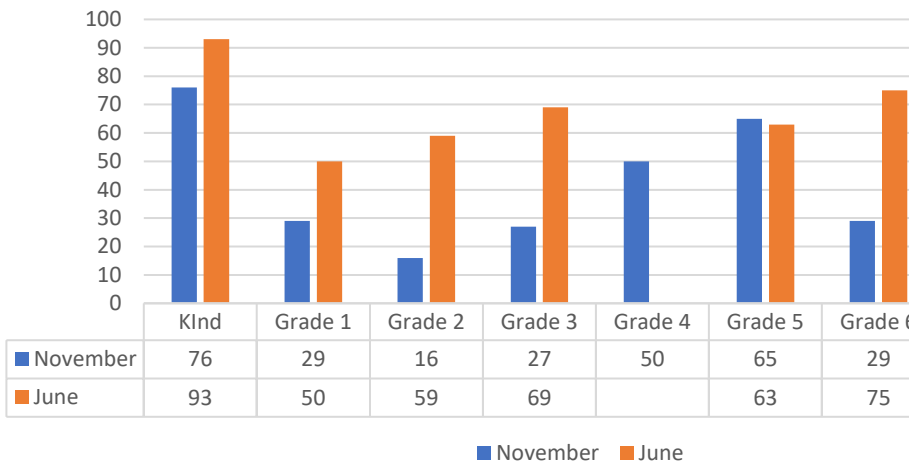
Writing-Report Card Grades 2023-2024



SNACC level C Problem Solving 2023-2024



School District No. 83 (North Okanagan Shuswap)

School Wide Write 2023-2024 <table data-bbox="245 607 1148 721"><tr><th></th><th>KInd</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th><th>Grade 6</th></tr><tr><td>■ November</td><td>76</td><td>29</td><td>16</td><td>27</td><td>50</td><td>65</td><td>29</td></tr><tr><td>■ June</td><td>93</td><td>50</td><td>59</td><td>69</td><td></td><td>63</td><td>75</td></tr></table> ■ November ■ June Data represents proficiency grades and above.			KInd	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	■ November	76	29	16	27	50	65	29	■ June	93	50	59	69		63	75	
	KInd	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6																			
■ November	76	29	16	27	50	65	29																			
■ June	93	50	59	69		63	75																			
Data Analysis/Narrative: We have focused on writing for the last 2 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. The Core Competency of	Data Analysis/Narrative: Report Card term marks in Numeracy show that 63% of all students are proficient or above in math. Teachers will be looking at ways to support students who are not yet proficient in math.																									

Communication will be a focus both verbally and through writing. 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 punctuation and spelling rules to their sentences. We will focus on writing a complete sentence with supporting details using grade appropriate punctuation and spelling. Summary of Learning marks in Writing for the June term showed an average of 67% at the proficient level in writing across the grades. We are near our goal of 70%. The Foundational Skills assessment (FSA) for Grade 4 and 7 Literacy were 60% and 81% respectively. These results are consistent with other assessments.	The Student Numeracy Assessment of Critical Concepts (SNACC) is administered in April. Our data reflects the problem-solving questions (level C) which begins in grade 3. Marks are given for choosing an appropriate strategy and getting the correct answer. 62% of the time students were able to choose an appropriate strategy and 58% of the time the answer was correct. Analysis shows that students often choose a strategy to solve but make errors with computation and get an incorrect answer. Other students aren't always able to apply an appropriate strategy to solve the problem. Our results show that we are very close to our target of 63% average. We will continue with this target this year. Students often do not understand the language of math critical concepts such as "arrays", "distributed property" and "factors".
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	The Foundational Skills Assessment (FSA) showed that 60% grade 4 students and 83% of grade 7 students were “on track” for numeracy. These results are consistent with other assessments.
Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - 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.	Strategic Priority: Developing a Culture of Well-Being - 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 – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - 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:
85% of our grade 4 and 7 students will report that they feel that they belong at Grindrod Elementary on the Student Learning Survey.	85% of our grade 4 and 7 students will report that they feel supported by school staff on the Student Learning Survey.

Vision: Preparing students to become educated citizens who contribute to a dynamic, sus

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their

Values: Belonging, Respect, Empathy, Equity, Perseverance, Recon

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Strategies and Actions:	Strategies and Actions:
Inclusivity is something we do well in a small school. Opportunities for sports, arts, clubs are open to all students. All students who want to play volleyball or basketball will play, there is no division of skill level. There are primary clubs such as gardening and class jobs in each class to promote leadership, responsibility and belonging. Leadership club is for grades 5-7 where special days are planned, fundraising and community participation such as the Grindrod Community Halloween event.	Discuss with students what well being means and how do we feel and know when we are well Develop Self Advocacy I PHE curriculum, discuss with students where they can go for support in their schools and community Develop a kid friendly questionnaire to measure well being. Counsellor, LRT and classroom teachers meet to discuss students with concerns with well-being. School based teams plan to support these students.
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:

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Is School a Place Where I Belong? <table><thead><tr><th>Grade</th><th>Percentage</th></tr></thead><tbody><tr><td>Grade 4</td><td>70</td></tr><tr><td>Grade 7</td><td>85</td></tr></tbody></table> 78% of students surveyed feel that they belong at Grindrod Elementary School.	Grade	Percentage	Grade 4	70	Grade 7	85	Adults that Care about me <table><thead><tr><th>Adults</th><th>Grade 4</th><th>Grade 7</th></tr></thead><tbody><tr><td>2 adults</td><td>5</td><td>7</td></tr><tr><td>3 adults</td><td>11</td><td>0</td></tr><tr><td>4 adults or more</td><td>70</td><td>57</td></tr></tbody></table> Grade 4: 81% report that there are 3 or more adults in the in the school who care. Grade 7: 57% report that there are 3 or more adults in the school who care. The student Learning Survey administered spring of 2023 is used to gather data on one question: How many adults do you think care about you at your school?	Adults	Grade 4	Grade 7	2 adults	5	7	3 adults	11	0	4 adults or more	70	57
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Data Analysis/Narrative:	Data Analysis/Narrative:																		

We would like all our students to feel they belong at Grindrod Elementary. We feel that students may not completely understand the concept of “belonging”. Teachers will discuss with their class about belonging to a family, class, group and school, the feeling of safety and feeling welcomed. How do you feel when you belong? How can we encourage everyone to feel this way? How do we feel connected to peers and staff? How can we promote this? We will develop a simple survey for all students to be administered in the winter months.	We would like for all our students to feel that they have support from many adults in our school and that many adults care about them. Like the Belonging goal, students need to know what well-being (social, emotional and mental) means. A simple strategy involves class discussion around this and encouraging students to analyze how they develop well being. What can they do if they feel socially or mentally unwell? The PHE curriculum encourages teachers and students to research ways they can find help in their community and school. In the Winter months, we will develop and administer a simple survey to measure self assessment of well being.
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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)

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- 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.

Staff will be comfortable with the career curriculum and share ideas with others.
Access district Career teacher for support with resources
Library resources-children's books reflecting careers.
Bring in parents to talk about their careers.

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

This plan has been shared with the PAC and staff members.