



## Grassy Plains School

### School Plan to Enhance Student Learning 2018/2019

#### District Vision

Competent and confident learners making positive contributions in an evolving global environment.

#### Broad District Goals

1. By June 2020, each learner will be meeting grade- level expectations in Literacy:
  - a) Reading Skills
  - b) Writing Skills
  
2. By June 2020, each learner will be meeting grade level expectations in Numeracy:
  - a) Number Sense
  - b) Computational Thinking
  - c) Problem Solving

#### Grassy Plains School Goals

Grassy Plains is a small rural school located on the South Side of Francois Lake. Grassy Plains is a K to 12 school with the majority of students enrolled in K to 7. The high school is a one room classroom with all students from 8 to 12 working at different levels on the same subjects. Current enrollment is around 80 students (3 students have designations and work off of an IEP). Many students enter kindergarten at Grassy Plains with limited academic knowledge due to a variety of factors. There are few early learning programs available on the South Side. Many families live in secluded areas where no cell services or internet is available. Some of our students travel on the bus for 90 minutes before they get to school. The students at Grassy Plains have a wonderful positive attitude. The school has very few behaviour incidents and there is a great sense of family. Students at Grassy Plains feel safe and welcomed, and are eager to learn.

## Literacy

### *Data*

#### Spring 2017 Reading Assessment Data

Reading Level	Kindergarten Assessment	Grade 1 (PM)	Grade 2 (PM)	Grade 3 (PM)	Grade 4 (RAD)	Grade 5 (RAD)	Grade 6 (RAD)	Grade 7 (RAD)
At risk	34%	50%	14%	24%	50%	40%	16%	0%
Low risk	44%	0%	43%	14%	16%	60%	42%	66%
At grade level	22%	40%	43%	42%	34%	0%	42%	34%

#### Spring 2018 Reading Assessment Data

Reading Level	Kindergarten Assessment	Grade 1 (PM)	Grade 2 (PM)	Grade 3 (PM)	Grade 4 (RAD)	Grade 5 (RAD)	Grade 6 (RAD)	Grade 7 (RAD)
At risk	20%	32%	50%	42%	10%	23%	20%	
Low risk	27%	50%	16%	14%	45%	40%	40%	
At grade level	53%	16%	33%	43%	45%	40%	40%	

### *Goals*

**Primary:** To have 85% of all students at the end of grade 2 able to identify the alphabet and say letter sounds, and to recognize all the sight words up to the grade 2 level.

**Intermediate:** To improve the reading level of all struggling readers by 4 PM Benchmark reading levels or to be move them up to low-risk / at grade level on RAD testing (depending on the student's assessment method).

### *Action Plan*

- Last year, the staff decided to move the students (from K to 5) into smaller groups to match learning strategies to the ability / skill level of the students.
- Overall, student literacy skills improved. The plan is to continue to use the same strategies this year.
- The K/1 classroom will focus on using phonics and using Janet Mort strategies. The students are divided into five groups. They rotate between five stations where they use play based learning to develop their understanding of the alphabet and sight words.
- The grade 2 students (and struggling grade 3 & 4 students) focus on review of the alphabet, learning sight words, short story reading, vocab building and increasing their reading fluency.

- The grade 4 & 5 students work on developing their spellings skills, dictionary skills, and vocab building. They use a mix of short stories and novels to go into greater depth on building comprehension skills.
- Reading groups will not remain static for the school year, but are intended to provide specific strategies and supports for struggling readers so that their skills can increase and they can then be placed in the next level group. Our hope is that by differentiating instruction and focusing on specific reading skills struggling students will be able to more quickly catch up to grade level.
- Meetings will be held on a regular basis to discuss student success and to arrange extra assistance and support when an individual student is struggling.

### ***Responsibility & Resources***

- The K/1 teacher agreed to take the lead with implementing teaching strategies from Janet Mort. The 2/3 teacher and the principal are also taking part in Janet Mort workshops this year.
- Classroom teachers are responsible for the learning progress of the students in their classrooms. They are provided with assistance from the principal, LSWs and high school students.
- Resources required are: class sets of novels, printable worksheets, fluency sheets, RAD & PM Benchmark assessment binders, SMART Boards, a variety of teacher made learning games.
- Also, the school has a collection of Janet Mort teacher resource books.

### ***Timelines & Progress Measurement***

- The timeline for our literacy goals is for the entire 2018 /2019 school year (and beyond).
- Progress is measured throughout the year (usually at the end of each term) through RAD, PM Benchmarks and the Kindergarten assessment.
- Less formal assessment is completed on a weekly and/ or monthly basis on reading fluency, sight words, and letter recognition.

### **Social- Emotional**

#### ***Data***

We are collecting baseline data because this is our first year using the SNAP program. In May, the students from grade 2 to grade 5 will fill out a survey to collect data on their use of SNAP and if it has helped to lessen conflict at school.

#### ***Goal***

**To observe students from grade 2 to grade 5 using the strategies learned in the SNAP program to resolve and / or avoid conflicts at school.**



*(DNA data was not entered correctly last year, so the data is not accurate.)*

**Goal**

**Increase the school's overall scoring on the DNA and ensure that data is entered correctly. Have out high school students passing the provincial numeracy exam.**

**Action Plan**

- Teachers will focus on creating a positive math atmosphere so students feel more confident by focusing on math vocabulary, and making connections between math concepts and other subject areas.
- During PLC time the primary and intermediate groups will work on their own individual math goals (to better suit the goals to the needs of their students; more age appropriate).
  - k/1: numbers to 20
  - 2/3/4: incorporating math with literacy using books
  - 4/5: solidifying basic math concepts
  - 6/7: solidifying basic math concepts
  - HS: solidifying basic math concepts
- More staff will try using the SNAP math tool in their classrooms this year.
- A whiteboard has been put up in the hallway where students can work together on math puzzles.

**Responsibility & Resources**

- Responsibility falls on each classroom teacher to provide math lessons and appropriate assessments.
- The DNA testing material is provided by the District and the provincial numeracy exam is provided by the Ministry of Education.
- Teachers in different classrooms use different math materials such as: Jump Math, SNAP, Mathletics, online resources, and manipulatives.

**Timelines & Progress Monitoring**

- Math is taught all year long.
- Key assessments for math data, the DNA and provincial math exam will take place at the end of the school year.
- Individual classrooms use unit tests and quick math skill quizzes throughout the year to gauge student progress.
- Students that attend Grassy have had some difficulty with numeracy in the past. Basic number sense has been identified as an area that students are weak in.

**Contributors to the School Plan**

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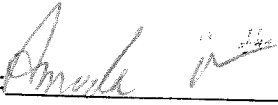
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