



**Building Resilient Learners  
School Plan  
2015 - 16**

Name of School: **Likely Elementary School**

Please submit electronically in this format to Brandy Nasuszny ([brandy.nasuszny@sd27.bc.ca](mailto:brandy.nasuszny@sd27.bc.ca))

**DUE DATE: OCTOBER 15, 2015**

*The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.*

**Each school plan will focus on the following:**

- A. Comprehensive School Health Plan
- B. Literacy Plan
- C. Numeracy (optional)

**A1. COMPREHENSIVE SCHOOL HEALTH PLAN**

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness Sense of Belonging</b>	<b>Teaching and Learning Curriculum - Health, Career and Physical Activity</b>	<b>Parent &amp; Community Partnerships</b>
<b>What are you doing?</b>	<ul style="list-style-type: none"> <li>• Daily recess Snack</li> <li>• BC Agriculture in the Classroom</li> <li>• Monthly hot lunch</li> <li>• Promote healthy lunches (garbage free/junk free)</li> <li>• Eating together as a school</li> <li>• Milk program</li> <li>• Grounded Program – food for your brain</li> <li>• Breakfast Program once a week</li> </ul>	<ul style="list-style-type: none"> <li>• Rural sports tournaments</li> <li>• Buddy reading</li> <li>• Bi- monthly assemblies</li> <li>• Orange Shirt Day</li> <li>• Pink Shirt Day</li> <li>• Discussions around the Code of Conduct</li> <li>• Literature and activities to address positive school community</li> <li>• RSL – preschool community group</li> <li>• Grounded Program – self regulation</li> <li>• Breakfast Program</li> </ul>	<ul style="list-style-type: none"> <li>• Morning walk (DPA)</li> <li>• Daily PE</li> <li>• Terry Fox Run</li> <li>• Rural sports tournaments</li> <li>• Health and Career</li> <li>• Jump Rope for Heart</li> <li>• Swimming Lessons</li> <li>• Indoor curling</li> <li>• Ski Trip</li> <li>• Grounded Program</li> <li>• Zones of Regulation</li> <li>• MindUp curriculum</li> <li>• Breakfast Program</li> </ul>	<ul style="list-style-type: none"> <li>• Likely Community School</li> <li>• Interior Health visits</li> <li>• PAC</li> <li>• UNBC Quesnel River Research Center</li> <li>• DFO – Salmonids in the Classroom</li> <li>• Partnerships with Big Lake, Horsefly and Lac La Hache Schools</li> <li>• Invite parents to participate in Field Trip and School events</li> <li>• Invite community members to the school for performance/projects</li> <li>• RSL – preschool community group</li> <li>• Christmas concert/Spring Fling</li> <li>• Grounded Program</li> <li>• Breakfast Program</li> <li>• Hot Lunches</li> </ul>
<b>What are your future plans?</b>	<ul style="list-style-type: none"> <li>• Increase hot lunches</li> <li>• Outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team – Grade 4-7</li> </ul>	<ul style="list-style-type: none"> <li>• Gavin Lake field trip – cross country skiing, snowshoeing</li> <li>• Ice skating at Cedar Point park</li> <li>• Increase exercise in the winter by using the snowshoes purchased last year</li> <li>• Nature Education</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage new PAC members</li> <li>• Woodworking project with the community group</li> <li>• Look for educational opportunities with Mt Polley Mine</li> </ul>

**A2. HEALTHY SCHOOLS ASSESSMENT** (completed  yes, Oct. 13, 2015)  
(Submit once completed for CommunityLINK funding)

**A3. HEALTHY SCHOOLS NETWORK** (optional: inquiry) [www.healthyschoolsnetwork.ca/](http://www.healthyschoolsnetwork.ca/)

<b>Action Research Question</b>	
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**B. LITERACY INQUIRY**

<b>School-wide Literacy Goal:</b>	1) To improve the reading strategies, confidence, and reading level of all students.
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		<p>2) To increase the meaning and personal connections in impromptu writing.</p> <p>3) To use more details and description in daily writing, while sequencing effectively.</p> <p>4) To bring student awareness to the link between reading and writing.</p>	
<b>Evidence Based Rationale:</b>	<p>Many students are reading below grade level. Primary students need more opportunity for reading in order to improve fluency and comprehension. There was a notable improvement in reading levels and application of reading strategies from last year. With the use of the Daily 5 and CAFÉ frameworks, reading strategies were explicitly modeled and students were given time to practice. We would like to continue with this framework and work with the students to set individual goals to improve their reading and writing.</p> <p>Students are now writing for longer periods of time, and are generally engaged in the writing process. However, writing lacks details, is not sequenced and at times lacks relevance. Conventions are not meeting expectations. We plan to continue with Adrienne Gear Writing Powers and use the Daily Framework.</p>		
<b>Grade(s)</b>	<b>Literacy Area</b>	<b>Strategy</b>	<b>Assessment Method</b>
1-3	Reading fluency	<ul style="list-style-type: none"> <li>- Daily 5 framework for literacy (Read to Self, Listen to Reading, Read to Someone)</li> <li>- Adrienne Gear (connect, visualize, question, infer, transform). Explicit lessons on reading powers.</li> </ul>	<ul style="list-style-type: none"> <li>- BC Performance Standards</li> <li>- Classroom observation – overall engagement and participation</li> <li>- PM Benchmarks</li> <li>- peer assessment</li> </ul>
4/6/7	Reading fluency, main idea, comprehension	<ul style="list-style-type: none"> <li>- Daily 5 framework for literacy (Read to Self, Listen to Reading, Read to Someone)</li> <li>- Adrienne Gear (connect, visualize, question, infer, transform). Explicit lessons on reading powers, with more focus on infer and transform</li> <li>- opportunities to extract and synthesize information from text</li> </ul>	<ul style="list-style-type: none"> <li>- Whole Class Reading Assessment</li> <li>- BC Performance Standards</li> <li>- Classroom observation – overall engagement and participation, improvement in daily writing.</li> <li>- peer assessment</li> </ul>
K-7	Impromptu Writing	<ul style="list-style-type: none"> <li>- Daily 5 framework for literacy (Work on Writing)</li> <li>- Explicit writing instruction (Adrienne Gear, Lucy Calkins). Writing powers – fiction and non-fiction.</li> <li>- Journal Writing/Impromptu Writing</li> </ul>	<ul style="list-style-type: none"> <li>- BC Performance Standards – 5 point scale</li> <li>- peer assessment</li> <li>- SMART Learning Writing Assessment</li> </ul>
<b>Action Research Question</b>	<p><b>How will the use of the Daily 5 framework with explicit lessons on reading and writing improve literacy?</b></p> <p><b>To what extent will individualizing instruction, through the use of the Daily 5 improve literacy skills?</b></p>		
<b>Assessment Method</b>	<p>PM Benchmarks; Whole Class Reading Assessment; BC Performance Standards for Writing; SMART Learning Writing Assessment (School Wide Write), Conference notes</p>		

### C. NUMERACY INQUIRY (OPTIONAL)

<b>Numeracy Goal:</b>	<b>To improve basic Math facts</b>		
<b>Evidence Based Rationale:</b>	<b>Students struggle with the recall of basic facts. Many continue to use their fingers to count forward and back, and often do not use the Power of 10 strategies for basic facts or application to problems with larger numbers.</b>		
<b>Grade(s)</b>	<b>Strategy</b>	<b>Strategy</b>	<b>Assessment Method</b>
2-7	Basic Facts	<ul style="list-style-type: none"> <li>- Math Games</li> <li>- <i>Mathletics</i></li> </ul>	<ul style="list-style-type: none"> <li>- Overall engagement of students</li> <li>- Recall of basic facts</li> <li>- Math Profile Assessment Tool</li> </ul>
<b>Action Research Question</b>	<p><b>How does the Guided Math Framework support learners in a multi-grade class?</b></p> <p><b>How will use of <i>Live Mathletics</i> and group Math games improve students' ability to solve basic math facts?</b></p>		
<b>Assessment Method</b>	<ul style="list-style-type: none"> <li>- Math Profile Assessment Tool</li> <li>- Results from <i>Live Mathletics</i></li> <li>- Recall of basic facts during daily work</li> </ul>		

For clarification regarding **Comprehensive School Health Plan**, please contact [Silvia Seibert-Dubray](mailto:silvia.dubray@sd27.bc.ca) at [silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or phone: 250-398- 3855.

For clarification regarding the **Inquiry Process**, please contact Brian Davidson at [brian.davidson@sd27.bc.ca](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842 or Jerome Beauchamp at [jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or phone: 250-392-3835.

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PRINCIPAL SIGNATURE

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TEACHER SIGNATURE

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