



Building Resilient Learners School Plan 2015-16

Name of School: Marie Sharpe Elementary

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) **DUE DATE: TBD**

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

	Physical Environment Healthy Eating	Emotional Environment School Connectedness Sense of Belonging	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are you doing?	<ul style="list-style-type: none"> • Monthly Safety Meetings • Breakfast Club of Canada program in conjunction with Breakfast for Learning every day from 8:30-9:00 am. • Lunch program for those in dire need and monthly PAC lunches for entire school • Smoothie program • Expanded School wide recycling program • Maintaining a clutter free, clean and well maintained building • BC Schools Fruits and Vegetable Nutrition Program • Regular practice and review of emergency procedures • Cross Walk Guard • Pave potholes in the courtyard • Brought in 2 new picnic tables for kids to eat at outside 	<ul style="list-style-type: none"> • Project Based Learning Initiatives for all grades with teacher hired through LIF • Monthly Student Recognition assemblies • "Caught in the Act" EBS program • Positive Action • Big Brothers and Sisters in school mentoring program expanded • School Wide Christmas Dinner • School sports teams • Student job program focusing on student responsibility and leadership skills • Reading "Buddies" • Elementary Transitions program • 7th Generation attendance program • Zones of Regulation • "R/C Models" program – self regulation, discipline and self-esteem building • Student Leadership Team • "Girl Power" Boys and Girls Club program • Roots of Empathy • "GROUNDED" program – emotional regulation for grade 5/6 class 	<ul style="list-style-type: none"> • Swim to Survive program for Grade 3's • School wide physical activities (Terry Fox Run, Jump Rope for Heart, Orange Shirt Day walk...) • Accessing community facilities for recreational activities (skating, swimming, River Trails...) • Organized sports teams to compete with other schools • Care Kit for primary students • Action Schools BC equipment, fitness, and playground circuits • Daily DPA • Healthy Relationships workshop with Tamara from (Children who witness) • Primary/Intermediate gym days at lunch (alternating Violence) • Guest Speakers to come in (Fish and Wildlife, Forest Fire Fighters) • "Trauma Informed Schools" 	<ul style="list-style-type: none"> • Big Brothers and Big Sisters • Boys and Girls Club ("Girl Power" and Outreach work with individual students) • Child Development Center R/C Models program, mentoring) • MCFD • AXIS – work with individual students and programming • CDC and Credit Union in facilitating (F.A.S.T) families and schools together to strengthen student, family and school relationships • Conduct parent activities to entice more parent involvement • Bi-monthly newsletters • IHA (Health Nurse)
What are your future plans?	<ul style="list-style-type: none"> • School Garden with Spuds in Tubs • New School Bus Loop • World Egg Day contest and trial of 3 different Egg dishes • Repair stairs outside on retaining wall • Using all spaces in the school to maximum efficiency with increased student volume • Expand School Garden so each class has a plot 	<ul style="list-style-type: none"> • School Wide "Buddies" activities • "Trauma Informed Schools" • "2 B Boys" program/Girl Power Training • Student Vote • 1 week Fiddle Camp – Calvin Cairns • Fiddle Camp continued – Ingrid Johnston • Circle of Life Drum program • Mary Thomas Aboriginal Arts Society Drum Workshop • '7 Great Things' Student Recognition • 'In the News' Board 	<ul style="list-style-type: none"> • Children of the Street Society presentation • 'Find Your Fit' career explorations workshop for grade 5/6 • Residential School curriculum • Cultural Field Trips and Guest speakers • Relaxation APPS and Yoga • Anaphylaxis, Diabetes and seizure training • Staff Harassment Training 	<ul style="list-style-type: none"> • 3 Corners Health Services Circle of Life program • Trauma Informed Caring Communities workshop • Aboriginal Arts Society – Fiddle/Drum Camp • Arts Society – LeRae Haynes music with Kindergarten class • Increase parent participation in PAC by having meetings in the evening • Families as Learning Leaders Project

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed for CommunityLINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

Action Research Question	How will the use of Trauma Informed School strategies and language increase the social – emotional climate of our school?
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B. LITERACY INQUIRY

School-wide Literacy Goal:	To improve the independence and stamina of every learner
Evidence Based Rationale:	Teacher reflection spent on teaching versus managing and may be a contributing factor to PM Benchmarks, School Wide-Writes and report cards indicating a significant number of students are below grade level

Grade(s)	Literacy Area	Strategy	Assessment Method
K-6	Reading/Writing	The use of explicit instruction in conjunction with the Daily 5 framework	Quick reference “On task” recording sheet focusing on 3-4 students – take baseline in October, check in Feb. and final in May “Tally Chart” focusing on frequency of students (focusing on 3-4 students) asking “basic procedural questions” – take baseline in October, check in Feb. and final in May Video of students – “Problem-Solving – Cooperative Learning” - take baseline in October, check in Feb. and final in May “Learning Walks” – teacher directed for external observation of OLM and specific student focus that they want to be measured. School Wide Writes – can be used to measure “on task” behaviors, stamina and deeper thinking by what is written, amount written and depth of material.
K-6	Speaking/Listening	The use of explicit instruction in conjunction with the Daily 5 framework	Quick reference “On task” recording sheet focusing on 3-4 students – take baseline in October, check in Feb. and final in May “Tally Chart” focusing on frequency of students (focusing on 3-4 students) asking “basic procedural questions” – take baseline in October, check in Feb. and final in May Video of students – “Problem-Solving – Cooperative Learning” - take baseline in October, check in Feb. and final in May “Learning Walks” – teacher directed for external observation of OLM and specific student focus that they want to be measured.

Action Research Question	To what extent will using explicit instructions and frameworks improve the students’ ability to increase their stamina and become better independent risk-takers?
Assessment Method	<ul style="list-style-type: none"> • Quick reference “On task” recording sheet focusing on 3-4 students – take baseline in October, check in Feb. and final in May • “Tally Chart” focusing on frequency of students (focusing on 3-4 students) asking “basic procedural questions” – take baseline in October, check in Feb. and final in May • Video of students – “Problem-Solving – Cooperative Learning” - take baseline in October, check in Feb. and final in May • “Learning Walks” – teacher directed for external observation of OLM and specific student focus that they want to be measured. • School Wide Writes – can be used to measure “on task” behaviors, stamina and deeper thinking by what is written, amount written and depth of material.

C. NUMERACY INQUIRY (OPTIONAL)

Numeracy Goal:	To improve the independence and stamina of every learner
Evidence Based Rationale:	Teacher reflection of loss of on-task time due to behavior issues and subsequently may be reflected in the Math Profile Assessment Tool results and report cards

Grade(s)	Numeracy Area	Strategy	Assessment Method
1-6	Stamina and Independence	Use the Math Profile Assessment Tool monthly to guide teaching focus	observation with video, anecdotal, Learning Walks
All	All areas of curriculum specific to grade	Using our 2 District Math Group experts within our school to assist other teachers with setting up Guided Math Groups Observation of Guided Math Groups in action with use of PLC leader for teacher release	Math Profile Assessment Tool, observation with video, Learning Walks

Action Research Question	To what extent will using explicit instructions and frameworks improve the students’ ability to increase their stamina and become better independent risk-takers?
Assessment Method	<ul style="list-style-type: none"> • Quick reference “On task” recording sheet focusing on 3-4 students – take baseline in October, check in Feb. and final in May

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For clarification regarding **Comprehensive School Health Plan**, please contact Silvia Seibert-Dubray at 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 or phone: 250-398-3842 or Jerome Beauchamp at jerome.beauchamp@sd27.bc.ca or phone: 250-392-3835.

PRINCIPAL SIGNATURE

TEACHER SIGNATURE