



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

Name of School: **MOUNTVIEW ELEMENTARY**

Please submit electronically in this format to Brandy Nasuszny (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 Inquiry (optional)

C. Numeracy Inquiry (optional)

D. Curriculum Inquiry (optional)

Note: Although B, C, and D are optional, there must be an inquiry in at least one of those areas.

A1. COMPREHENSIVE SCHOOL HEALTH PLAN

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are you doing?	<ul style="list-style-type: none"> - Breakfast program 5 days/week - Farm To School Salad Bar program 2 days per week - Lunch food available for students without lunches on non-F2SSB days. - No vending machines - Healthy concession - Milk offered 5 days/wk - More healthy versus non-healthy rewards - Participating in the "School Fruit & Vegetable Nutrition Program" now. - Watch for students with poor lunches and make sure they get something good to eat on a daily basis. - Sponsor students who would otherwise go without our F2SSB program. This is often times about 20 students/month. - Promote healthy eating through the direct teaching of nutrition units linked to our F2SSB program. - Educate parents on the benefits of healthy eating, exercise, sleep, etc., stressing the importance of a good breakfast. - Reduce the number of "treats" for rewards in the classrooms. - Help monitor and control the "candy" bingeing that goes on around Halloween. 	<ul style="list-style-type: none"> - Friendly greetings by all staff first thing in morning. - Friendly greeting, welcoming, for late students. - Buddy Readers – all classes - Clubs for some ages - Sports for intermediate students – Intramural and extracurricular. - Classroom "Star of the Week" in some rooms. - Individual recognition of students who go "above and beyond" - Learning Fair in 2013 - Leadership Club hosts spirit days and dances. - Photos of activities posted on walls. - Newspaper articles and pictures on a special bulletin board. - Recognition of Honour Roll and Work Ethic List students on a special bulletin board. - Every newsletter starts with a student recognition article. - Open Door Policy for parents/care givers. - Connecting First Nations and non-native students in all programs. - "Transitions" teacher here once a week. - Students involved in community work projects like recycling, shopping, cooking, general "to do's" at the school and in the community. - 2 piece garbage day every Friday at recess – instill pride in a clean and orderly 	<ul style="list-style-type: none"> - DPA through daily PE classes - Direct teaching of drugs & alcohol facts to Gr. 6 students. - Planners for all students. - Units on nutrition and food linked to our F2SSB program. - Stressing healthy eating in classroom lessons and during recess/lunch. - "Pop Free" school – no pop or energy drinks. - Swim lessons for all K to Gr. 3 students – 2 weeks/year – PAC pays for this through fundraising efforts. - Ski lessons for Grade 4 - 6 students – 2/year – PAC pays for the buses to get students to Mt. Timothy. - Encourage students to join clubs and sports. - Student monitors, referees, coordinators, buddies, canteen workers, F2SSB workers and library helpers are used. This allows students to "give back" (generosity) to their school. - Teaching of the following programs: <ul style="list-style-type: none"> - Positive Action - Canucks Autism - I Care Cat - CARE Kit - Roots of Empathy - Encourage students to but their best foot forwards, in terms of both their academic progress and their citizenship. - Time management – 	<ul style="list-style-type: none"> - Farmers for our F2SSB program. - Roots of Empathy. - Learning Fair for parents. - Meet The Teacher Night. - Parents' Advisory Council – monthly meetings and many activities. - PAC fundraisers. - Family Fun Night in late January, outside, weather permitting. - Assemblies throughout the year. - School wide Spring Concert - F2SSB volunteers and coordinators. - Terry Fox Run and Fundraiser - Jump Rope fundraiser - Environmental education through ENCORP – recycling. - Scout Island field trips. - Water Wise presentations. - Waste Wise presentations. - Public Health - Kids In Care - Waste Wise Wed. – recycling program - To continue to link with community agencies for any programs that help with the physical and/or emotional health of Mountview students. - To continue to link with community agencies that supply programs for student's social responsibility, like recycling, farming, waste reduction, etc. - Continue to advertise

		<ul style="list-style-type: none"> - school. - Zones of Regulation - Anxiety Awareness training for Gr. 6's - Positive Action program - Action Schools BC - Terry Fox Run - Jump Rope for Heart 	<ul style="list-style-type: none"> - use the planners effectively. - Communicate often with students and have them become responsible for their actions and education. - Children on the Streets awareness - Find Your Fit program - Action Schools BC - Jump Rope for Heart - PHN – Hand washing - Interior Health – Kindie hearing and sight testing - Tooth care for Kindies 	<p>any options in our community, for students and parents, that keep students safe and help them avoid “at risk” behaviours.</p>
What are your future plans?	<ul style="list-style-type: none"> - Re-look at things like “Fruit Roll-ups” in our canteen and make sure all items match the Provincial standards. - Promote the drinking of milk at lunch hours through our canteen and the use of Milk Cards for students. 	<ul style="list-style-type: none"> - Multicultural activities featuring mainly First Nations culture. - More clubs offered for younger students this year. - Having more adults available for more intramural and extra-curricular sports. 	<ul style="list-style-type: none"> - Re-look at the new Health & Career Education IRP's to make sure we are touching on all aspects of this curricular area. 	<ul style="list-style-type: none"> - Find others ways to promote our healthy schools initiatives and how parents can support us, and we support them, in building healthy living strategies in children. - Idea for above is to develop a school web page and have this as part of the web page.

A2. HEALTHY SCHOOLS ASSESSMENT (completed - **Yes**)
(Submit once completed for Community LINK funding)

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

Action Research Question	
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B. LITERACY INQUIRY

School-wide Literacy Goal:	For Reading classes, to use less time assessing and more time teaching.		
Evidence Based Rationale:	Much instructional time is wasted trying to get to know the students, their strengths and weaknesses, and to place them appropriately for learning at their level. If all teachers know and use the same method for assessing students then everyone will be on the same page and talking the same language when it comes to assessment, grouping, teaching, and of course planning for future lessons in their classrooms.		
Grade(s)	Literacy Area	Strategy	Assessment Method
K – 3	Reading instruction	Using a web-based teaching program all teachers were given time to learn, watch, practice, and review, on-line, a specific style of running records.	To be completed in September of 2016 when teachers return and start the process of planning, grouping, and teaching reading lessons.
		Teachers talked about the use of the running records and what they were learning at the bi-monthly PLC meetings.	Satisfaction & Usefulness Surveys at the end of June, 2016. Most scored 5/5 on the survey and all comments made were positive, both for how satisfied with the PLC time the teachers were and also in terms of how useful this was for them in their classroom teaching practices.
		Teachers were given release time throughout the year to not only watch/practice on the internet but to also use their own students to hone their skills.	
Action Research Question	To what extent will having all Primary teachers learn and follow one running record style lessen the time needed to appropriately group students for literacy lessons?		
Assessment Method	Staff surveys.		

C. NUMERACY INQUIRY

Numeracy Goal:	To have students in all grade levels better understand Math vocabulary so that they are better equipped to both read/follow directions but more importantly to understand so they can solve math problems more independently.		
Evidence Based Rationale:	Many students struggle with math, especially reading the directions and solving word problems, because they do not understand the “math vocabulary” well enough. The fact that students don’t understand the math vocab hinders their ability to show their true potential in math, namely being able to do the work required.		
Grade(s)	Numeracy Area	Strategy	Assessment Method
4 – 6	Math vocabulary	Teachers used the “Building Academic Vocabulary” program from Marzano & Pickering. They viewed the videos from the authors on the 6 steps of teaching vocabulary.	Satisfaction and Usefulness surveys completed in June showed a very high score from teachers.
		Teachers made “grade specific” lists of vocabulary, as well as “general” vocabulary that all students should know, then chose specific words from these lists that they would teach.	Feedback provided was positive, both for the learning of the method and its usefulness with its ability to teach new vocabulary words in a fun yet productive manner.
		PLC Leader modelled the 6 steps to building vocab, which included formal teaching, modelling, games, and student interactions. Teachers then did the same with their classes for all chosen math vocabulary words.	
Action Research Question	To what extent will teaching specific math vocabulary (terms) improve students’ curricular vocab in Math, and hence improve their ability to complete math questions. Specifically, teachers will use the methodology of SIOP (Sheltered Instruction Observation Protocol).		
Assessment Method	Teacher Satisfaction and Usefulness surveys.		

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

For clarification regarding **Literacy, Numeracy and/or Curriculum 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: 250-392-3845.

Rick Miller

PRINCIPAL SIGNATURE: