



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

Name of School: **100 Mile Elementary**

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

*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**

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness</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 Breakfast Program</li> <li>-Daily Fruit Bowl at the office</li> <li>-Food for kids without lunch (sandwiches/muffins)</li> <li>-nutritional Hot Lunches every Friday</li> <li>-Fruit and Vegetable Program</li> <li>-Recycling Program</li> <li>-Classes responsible for grounds clean-up</li> <li>-Students learn about healthy eating and living in classes and by example.</li> <li>-inviting classrooms and hallways</li> <li>-Sip Smart Program</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage kind, caring, helpful behaviours</li> <li>-Working toward every student feeling valued and accepted</li> <li>-Acceptance of differences fostered</li> <li>-Recognition assemblies, Talent Show, Artists in the Schools, Roots of Empathy, TMIO, TBIO,</li> <li>-Leadership Group</li> <li>-participation in WE Day in Vancouver</li> <li>-buddy classes to encourage connection between older students with younger students</li> <li>-begin implementing new Code of Conduct Wheel</li> <li>-school choir</li> <li>-Speech Arts</li> <li>-Welcome to Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>-Daily P.E., Kilometer Club, Action Schools' activities, Cross Country, Team Sports, Intramurals, Wrestling</li> <li>-Teach and model social skills and respect</li> <li>-Consequences involve think papers, learning experiences and restorative processes</li> <li>-skating at arena</li> <li>-outdoor ed. Program for Primary students</li> <li>-Geography Challenge</li> <li>-Science Fair</li> </ul>	<ul style="list-style-type: none"> <li>-Work closely with the PAC and CPF</li> <li>-Open Door Policy that welcomes parents/guardians as partners</li> <li>-Teacher/Parent Meetings</li> <li>-Meet the Teacher night</li> <li>-Parent and community volunteers welcomed</li> <li>-donations collected and students volunteer for community foodbank</li> <li>-community coaches for Inter-School sports</li> <li>-community programs hosted at school</li> <li>-StrongStart</li> <li>-Reading Friends program with community members</li> <li>-community members as judges for Science Fair</li> <li>-class visits to Senior Center</li> <li>-community member involvement in Carnival</li> <li>-parents and community invited in for Family Literacy Day</li> <li>-Wranglers hockey team</li> <li>Buddy Reading</li> </ul>
<b>What are your future plans?</b>	-continue as above	<ul style="list-style-type: none"> <li>-5 Great Things bulletin board</li> <li>-Picture frame with highlights</li> </ul>	-begin Reebok – Boks program	<ul style="list-style-type: none"> <li>-Missoula Theatre with the community theatre group</li> <li>-Community Garden</li> <li>-author visits</li> </ul>

**A2. HEALTHY SCHOOLS ASSESSMENT** (completed ✓)  
(Submit once completed for CommunityLINK funding)

**B. LITERACY INQUIRY**

<b>School-wide Literacy Goal:</b>	<ul style="list-style-type: none"> <li>-To increase student comprehension</li> <li>-To continue to develop a school culture of being a “reading school” and increase engagement with books</li> </ul>
<b>Evidence Based Rationale:</b>	<p><b>Report Card data from 2014-15 showed:</b></p> <ul style="list-style-type: none"> <li>- 15% Primary students are not meeting expectations</li> <li>- 23% Intermediate students are below C+ in Language Arts</li> </ul> <p><b>Results over time:</b></p> <p>2013-14: Primary - 18.5% Intermediate - 25%</p> <p>2012-13: Primary - 18% Intermediate - 27%</p> <p>2011-12: Primary - 27% Intermediate - 27%</p>

<b>Grade(s)</b>	<b>Literacy Area</b>	<b>Strategy</b>	<b>Assessment Method</b>
K-7	Assessment	- continue cycle of assess/analyse/plan/teach - provide collaboration time to develop consistency of assessments across the grades	- PM Benchmark - Whole Class Reading Assessment (SD#73 & 22) - FSA -Anecdotal
K-7	Reading	-focus on self-selecting appropriate “just right” books -continue to focus resources on class libraries and explore genres to increase engagement - continue to explore & use Daily 5 and Café in classrooms -work on building stamina, fluency and vocabulary -continued work with comprehension strategies such as extracting main idea and supporting details and synthesizing -focus on Read Aloud in intermediate classrooms	Anecdotal – teacher reflections and surveys
K-7	Reading	- regular discussion for staff development of comprehension strategies and with dedicated time on each staff meeting agenda -Reading Buddies and Friends -promotion of computer supported reading programs such as AR and TumbleBooks  Continue to develop culture of reading through: - Allington’s Every Child, Every Day research	Anecdotal – teacher reflections and surveys
<b>Action Research Question</b>		<b>How will a focus on independent reading strategies affect overall understanding and engagement in reading?</b>	
<b>Assessment Method</b>		See above	

For clarification regarding **Comprehensive School Health Plan**, please contact Silvia Dubray at: [silvia.dubray@sd27.bc.ca](mailto: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](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: 250-392-3845.

Donna Rodger  
PRINCIPAL SIGNATURE: