



## Building Resilient Learners School Plan 2016/17

Name of School: **HORSEFLY ELEMENTARY JUNIOR SECONDARY**

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

### **DUE DATES: OCTOBER 14, 2016; JUNE 9, 2017 (Analysis, Reflection and Next Steps)**

*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. Core Competencies/Aboriginal Perspectives C. Literacy, Numeracy, and/or Curriculum Inquiry\*

*Please refer to the explanatory "How to complete the Building Resilient Learners School Plan" handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry. \*Note: 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 we doing?</b>	<ul style="list-style-type: none"> <li>• School Smoothie Program once a week</li> <li>• Farm 2 School lunch once a week</li> <li>• Healthy snacks available to all students when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Student of the week chosen based on PBS system</li> <li>• Student Council</li> </ul>	<ul style="list-style-type: none"> <li>• Daily physical education offered at all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• Farm 2 School is run by a group of parent and community members</li> <li>• Active PAC group</li> </ul>
<b>What are our future plans?</b>	<ul style="list-style-type: none"> <li>• Farm 2 School grant of \$10000 awarded to build up infrastructure and equipment</li> <li>• Teaching about portion control and The Canada Food Guide in the classrooms this year to support Farm 2 School</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of playground buddies, which will lead into a peer mentorship program</li> <li>• Aligning the school matrix with our Positive Behaviour System</li> <li>• Introducing Monthly Celebration of Learning Assemblies where community members are invited to join as we showcase student work</li> <li>• Restorative Action techniques being used by Darci Heard and Kelly McLennan</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Delving into the WILD BC outdoor Ed program – committing to one day a week of outdoor ed in each classroom</li> <li>• Kelly McLennan and Darci Heard joining the Outdoor Ed Inquiry Project with Frances McCoubrey</li> <li>• Intramural sports</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with community organizations (Forestry, DFO etc) to support our WILD BC project</li> <li>• Parent involvement in extracurricular sports as coaches</li> </ul>

### **A2. HEALTHY SCHOOLS ASSESSMENT** (completed X)

(Submit once completed to Rayna Carpenter ([rayna.carpenter@sd27.bc.ca](mailto:rayna.carpenter@sd27.bc.ca)) for CommunityLINK funding)

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

<b>Inquiry Question:</b>	
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### **B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES**

	<b>Core Competencies</b>	<b>Aboriginal Perspectives</b>
<b>Examples of what we are already doing to embed these.</b>	<ul style="list-style-type: none"> <li>• Differentiating learning to meet the needs of the students</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating Native Legends and Traditions and Art with projects</li> </ul>
<b>What are our plans for this year?</b>	<ul style="list-style-type: none"> <li>• Using Kelly McLennan and Michelle Beault (LST) as classroom supports to provide guided instruction to students who need extra support or more of a challenge</li> <li>• Integrating buddy reading to allow for release time so teachers can meet together to discuss the new curriculum and student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Having a monthly focus based on the Nine Principles of Learning</li> <li>• Using the Residential Schools Curriculum Package in the 3/4/5 classroom</li> </ul>

**C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry (make bold):</b>	Literacy or Numeracy or <b>Curriculum</b>
<b>Inquiry Team Participants:</b>	Rob, Kathy, Darci, Kelli, Shina, Carly, Kelly
<b>Evidence Based Rationale:</b>	“Traditional” schooling relies heavily on verbal and logical teaching and learning styles, which often leaves out students who rely on different learning styles to attain information. Research shows that by varying the environment to allow for a focus on more learning styles we are better able to reach a broader spectrum of our students.
<b>Goal:</b>	<p>Teacher 1: With increased exposure to outdoor activities student connectedness to and respect of nature will increase. Ideally, the more they are outside, the more “outside” becomes part of the students’ natural being.</p> <p>Teacher 2: By taking our classroom to an outdoor setting, experiential, place-based learning will cause an increase in students’ ability to focus and stay on-task.</p> <p>Teacher 3: By taking students outside on a weekly basis, they will develop a greater understanding and knowledge of their natural environment as well as an increase in their physicality associated with being active outside.</p>
<b>Inquiry Question:</b>	To what extent will using the outdoors to connect with different learning styles (kinesthetic, visual, experiential etc) increase student engagement?
<b>Success Criteria:</b>	<p>Teacher 1: There will be a decrease in littering and an increase in taking care of the immediate environment. There will also be an increase in connectedness to nature. Students will talk and write more about nature.</p> <p>Teacher 2: There will be an increase in stamina and quality/length of assignments.</p> <p>Teacher 3: There will be a greater desire to do things outside on their own time. There will be a greater knowledge base about the local environment (flora, fauna, immediate ecosystem)</p>
<b>Assessment Plan:</b>	<p>Teacher 1: Anecdotal notes about conversations will be taken during outdoor education time. Student journal topics will be monitored – Are there personal stories about outdoor activities? A parent survey will be sent home at the end of the year asking about student behavior with regards to outdoor activities.</p> <p>Teacher 2: Stamina will be charted. Writing and Reading assessments will be done in the fall and late spring (PM Benchmarks, SWW). Anecdotal notes about focus will be done throughout the year to chart patterns and changes.</p> <p>Teacher 3: Student journaling about outdoor activities will be done. End of unit projects will be done to assess knowledge retention (ie manuals/field guides)</p>
<b>Focus for Teacher Learning:</b>	<ul style="list-style-type: none"> <li>• Participating in the Wild Schools Grant Project (Tammy Keetch as our community contact)</li> <li>• Participating in the Outdoor Education Inquiry Project led by Frances McCoubrey</li> <li>• The Coyote’s Guide to Connecting with Nature (Kelly and Darci in a book club with Frances)</li> </ul>
<b>Analysis:</b>	<p>Teacher 1: The Outdoor Education program put in place by the teacher in connection with the Science and Social Studies curriculum and with the Wild School BC program (Year One) has increased student engagement and awareness.</p> <p>Teacher 2: Teacher 2 moved on to another school mid-year</p> <p>Teacher 3: The students were able to produce engaging powerpoint presentations about the flora and fauna they encountered using pictures they had taken while on outdoor walks. Having discussed the types of animals that live in this area, the students did internet research on various creatures of their choice, collecting their data into a field guide, outlining that animal’s characteristics, habitat, food requirements and tracks.</p> <p>From the student survey asking the question -” What has changed about your environmental awareness as a result of taking outdoor education class?” – Nearly all students indicated that they had learned about their environment by what they had experienced from class. They felt that their time spent in nature had a positive effect on how they view nature. More encouraging was the number of respondents who desired an increase in the time they can learn about nature while outdoors. They would like to do it more.</p>
<b>Reflection:</b>	<p>Teacher 1: Making a concentrated effort to incorporate Outdoor Education and nature studies into our K-3 curriculum has impacted the students and parents in a positive way. The students talk more about nature, they write more about nature and are making connections between their personal lives and the nature around them on a daily basis. The parents can also see the difference that Outdoor Education is having for their child's engagement in learning and express a desire for it to continue. It was not a difficult change to make and the impact for all has been significant.</p> <p>Teacher 2: Teacher 2 moved to another school mid-year</p> <p>Teacher 3: Having taught an Outdoor Education class for two years now as part of our PE program, I see the benefits of such classes as twofold. First they are an opportunity for some good, physical aerobic exercise. The kind that leaves you with rosy cheeks, a smile on your face, a sense of accomplishment and a generally upbeat and positive outlook to the day. Second it fosters in children the importance of their “natural” home and the creatures they share it with. In order to develop an awareness and appreciation of one’s natural environment, requires immersion into that environment, with a focus on using our senses to become attuned to it – which in children is just awakening their latent “animal instincts” of listening, smelling, seeing and being ever present in their awareness while being in nature (that sixth sense). Through thoughtful mentoring, this end can be realized, producing an individual who not only knows about their natural home, but has a desire to learn and experience more about it beyond</p>

	<p>their time at school. And ultimately when someone is connected to the plants and animals and the beauty of their natural home, they are more apt to care for it and preserve it.</p> <p>So this short inquiry has shown me a need to develop more activities for classes that I can use to engage children while being outdoors. The desire to learn such things is present in them. Ways to support and foster that need is the direction of future inquiries. Collaboration with Frances and others interested in similar types of learning has greatly helped and are a positive way to share ideas.</p>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>• How do we incorporate the philosophy of outdoor education into our day to day teaching practices?</li> <li>• How to we begin to use the outdoors as more of a teaching space?</li> </ul>

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

For clarification regarding **Part B**, please contact Jerome Beauchamp at [jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or phone: 250-392-3845.

For clarification regarding **Part C**, please contact Brian Davidson at [brian.davidson@sd27.bc.ca](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

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 PRINCIPAL SIGNATURE: