



Building Resilient Learners School Plan 2016/17

Name of School: Marie Sharpe Elementary

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) and Rayna Carpenter (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

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are we doing?	<ul style="list-style-type: none"> Breakfast Club of Canada program in conjunction with Breakfast for Learning every day from 8:30-9:00 am (ongoing). Lunch program for those in dire need and monthly PAC lunches for entire school (ongoing). BC Schools Fruits and Vegetable Nutrition Program (ongoing). School wide 'Friendship Soup' (ongoing). Monthly Safety Meetings (ongoing). Regular practice and review of emergency procedures (ongoing). Cross Walk Guard (ongoing). 	<ul style="list-style-type: none"> "Trauma Sensitive Awareness" (ongoing). Project Based Learning Initiatives for all grades with teacher hired through LIF (ongoing). '8 Great Things' Monthly Student Recognition assemblies (ongoing). "Caught in the Act" EBS program (ongoing). Big Brothers and Sisters in school mentoring program (ongoing). (F.A.S.T) families and schools together to strengthen student, family and school relationships (ongoing). School Wide Christmas Dinner (ongoing). School sports intramural teams (ongoing). Student job program focusing on student responsibility and leadership skills (ongoing). Reading "Buddies" (ongoing). 7th Generation attendance program (ongoing). "R/C Models" program – self regulation, discipline and self-esteem building (ongoing). Student Leadership Team (ongoing). "Girl Power" (ongoing). Roots of Empathy (ongoing). "In the News" and Student Activities Picture Board (ongoing) Fiddle Camp continued – Ingrid Johnston (ongoing) 	<ul style="list-style-type: none"> School wide physical activities (Terry Fox Run, Jump Rope for Heart, Orange Shirt Day) (ongoing). Accessing community facilities for recreational activities (skating, swimming, River Trails...) (ongoing). Organized sports teams to compete with other schools (ongoing). Care Kit for primary students (ongoing). Daily DPA (ongoing). Guest Speakers to come in (Fish and Wildlife, Forest Fire Fighters) (ongoing). Zones of Regulation (ongoing). Yoga and Stretch Breaks (ongoing). Headspace and Smiling Minds mindfulness apps (ongoing). 	<ul style="list-style-type: none"> Three Corners Health Services (Mary Harry & 7 Scared Teachings every 2 weeks) (ongoing). Big Brothers and Big Sisters (mentorship program) (ongoing). Child Development Center R/C Models program (ongoing). MCFD (ongoing). CDC and Credit Union in facilitating (F.A.S.T) families and schools together to strengthen student, family and school relationships (ongoing). Bi-monthly newsletters (ongoing). IHA (Health Nurse) (ongoing). Save-On and Salvation Army for Breakfast and Snack donations (ongoing).
What are our future plans?	<ul style="list-style-type: none"> School Garden Boxes (new). Starfish Pack Program (food backpacks go home on weekends for most vulnerable students) (new). Development of Outdoor and Place-based Learning areas (outside new Strong Start) (new). 	<ul style="list-style-type: none"> Sensory/Mindful Moment Room (new). Youth Care Worker – "Superflex" program (new). Grade 6 class 'buddying' with Nature K students twice a week (new). Family Tree (mural at entrance of school) (new). New school uniforms (new) 	<ul style="list-style-type: none"> Teaching GRIT through a Growth Mindset PLC (new). BC Dairy Association Food for Us, Food Sense & Passport to Healthy Living (new). Building Buddies program at LCSS (new). Small group or class cooking projects on nutritious foods and meals (new). 	<ul style="list-style-type: none"> FALL (Families as Learning Leaders) with CCPL, Little Moccasins and SD #27 (new). CAT (Cariboo Action Team, Trauma Sensitive School initiative) (new). Potato House – Mary Forbes (fieldtrips, presentations, school garden plots) (new).

	<ul style="list-style-type: none"> Paint school and fix railings and ramps for improved wheel chair access (new). 		<ul style="list-style-type: none"> Different sporting curriculum opportunities such as Curling, Lacrosse, Golf, etc. (new). 	<ul style="list-style-type: none"> Field naturalists at Scout Island (new). Literacy, Play for Learning, Games family nights (new).
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A2. HEALTHY SCHOOLS ASSESSMENT (completed)

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

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

Inquiry Question:	Will the use of a Sensory/Mindfulness room assist students in learning ways to self-regulate themselves?
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B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.	<p>Communication – (Nature K) – students are collaborating on how to make a shelter or the ingredients needed for ‘mud pies’</p> <p>(Kindergarten/1) – the students are recognizing letters in their classmates names so they can list them</p> <p>(Grade 1) – students with teacher support plan and collaborate on how to harvest the school community garden</p> <p>(Grade 2) – students present and listen to items being discussed in ‘Sharing Circle’</p> <p>(Grade 3) – students plan together to construct a free-standing structure with supplies consisting of toothpicks, marshmallows and gum drops.</p> <p>(Grade 4) – students in small groups are given choice of simple snacks to make and have to decide on what ingredients are needed and what role they play in cooking/baking them</p> <p>(Grade 5) – students sharing, listening and reflecting on their Remembrance Day poem</p> <p>(Grade 6) – students participate in Community Circle first thing in the morning to share and listen to each others issues</p> <p>Critical & Creative Thinking – (Nature K) – students through ‘free play’ are exploring and coming up with new ideas to create structures or tools they can use</p> <p>(Kindergarten) – during play to learn activities students can create with a number of different mediums</p> <p>(Grade 1) – students are coming up with different solutions to math problems in their Guided Math activities</p> <p>(Grade 2) – students were stacking Legos to see how many they could before their structure collapsing</p> <p>(Grade 3) – students engaged in Genius hour and made themselves into robots using cardboard and other materials</p> <p>(Grade 4) – students went to the local grocery store to figure out what they would need for a nutritious meal that fit all food groups and the correct serving size</p> <p>(Grade 5) – students analyze the correct technique in throwing a curling rock to make a successful take out shot</p> <p>(Grade 6) – students ask a question with their Nature K buddies and then research the answer to bring information back and share with their buddy</p> <p>Positive Personal & Cultural Identity – (Nature K) – students are making choices to regulate themselves and their actions when it comes to risk taking in their environment</p> <p>(Kindergarten/1) – through play based learning students in small groups are learning to be part of a group and contribute to the larger group</p> <p>(Grade 1) – thinking about the greater environment, students are growing, caring for and harvesting potatoes in Spuds and Tubs</p> <p>(Grade 2) – students are volunteering for the School Job program where they are caring for the school environment by cleaning or helping out</p> <p>(Grade 3) – the students are engaged in the Smiling Minds mindfulness program using the app after lunch and recess</p> <p>(Grade 4) – students are using the Zones of Regulation to express their feelings/emotions and how they can get themselves back into the Green Zone</p> <p>(Grade 5) – students are using the ‘Superflex’ SEL program to regulate and become more mindful through building confidence in oneself</p>	<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <ul style="list-style-type: none"> Nature K students are exploring and inquiring freely but are also taught that they have an impact on the land and need to be gentle with the environment they tread on We are ensuring that there are multiple access points for students to learn through a Strength Based approach. We are making explicit connections to the social responsibility aspect of learning through our Zones of Regulation and Mindfulness programs. We are connecting learning to broader community by bringing in community members and going out into the community to reinforce the links between school and the rest of the learners’ lives (Mary Harry 7 Sacred Teachings, Mary Forbes – Potato House, Frances Johnson – Hoop Dancing, Ingrid Johnston – Fiddling, Field Naturalists from SI) <p>Learning is holistic, reflexive, reflective, experiential, and relational.</p> <ul style="list-style-type: none"> We have developed a strong sense of developing a healthful relationship between teacher and learner. Relationship between teacher and learner is often considered one of the primary indicators of student success for many students. We have integrated family (including extended family) and community members into the learning experiences through our FAST and FALL programs and by having parent volunteers. By having regular field trips out into our local community (river valley, community garden, Potato House, museum, Save On) we are helping learners develop relationships with the surrounding community (both people and land). Developing cross-curricular learning experiences for learners through our school community garden (math, science, literacy, art). The grade 6 class using Community Circle and our Chilcotin/Shuswap classes respectfully incorporating the use of the circle for group discussion. Providing opportunities for learners to mentor other students, or be mentored by others through Buddy Reading, Grade 6 buddying up with Nature K at Scout Island, Building Buddies at LCSS and Big Brothers and Sisters mentoring programs <p>Learning involves recognizing the consequences of one’s actions.</p> <ul style="list-style-type: none"> We have provided learners with appropriate levels of autonomy and choice in their learning through Guided Math, Daily 5 Literacy Strategies, Project Based learning activities and Nature K/Grade 6 inquiry. We are helping learners become aware of the natural consequences (to themselves and others) of their actions through the Zones of Regulation, Mindfulness and experiential play.

(Grade 6) – students are creating their own memoirs about their own personal experiences to be published in a book

Learning involves generational roles and responsibilities.

- *Through ‘Buddy’ systems and In-School mentoring we have been providing learning opportunities for students to teach and learn from students in different ages/grades and providing opportunities for learners to mentor younger students, or be mentored by older learners or adults.*
- *We have been providing leadership opportunities through school Job program, Student Leadership Team events and opportunities in the classroom*
- *We have Invited Elders into the school and classroom to share their knowledge (Mary Harry, Marlene Swears, parents at Nature K sharing their culture).*

Learning recognizes the role of indigenous knowledge.

- *Through the 7 Sacred Teachings and the First Peoples Principles of Learning we are understanding that education systems are not value neutral. Instead what is taught, and how it is taught reflects cultural values. Helping learners understand this may help them navigate through differing cultural beliefs.*
- *We are using local Aboriginal people when deciding upon some content that will be incorporated into the school or classroom and others that may be able to help provide resources that are appropriate.*

Learning is embedded in memory, history, and story.

- *Grade 6 students are creating personal memoirs of meaningful experiences so we are providing learners with opportunities to share their stories, and their voices and with the opportunities to listen to and connect with the stories of others.*

Learning involves patience and time.

- *We are ensuring that learning is about understanding concepts, and the application of knowledge, rather than only memorization of information through project based learning, outdoor learning experiences and how one can apply your skills/knowledge to the greater community.*
- *We are providing for flexible scheduling in our school and classrooms so that learners can take more or less time to learn what they need to know and understand. This is done through adaptive learning schedules, small pull out or push in groups and individual student ‘break’ cards when they ‘are filled up’.*

Learning requires exploration of one’s identity.

- *Recognizing that “culture” is a complex construct and that learners usually identify with many cultural contexts (including, but not being limited to, heritage).*
- *We recognize that learners may feel that they have multiple identities based on significant differences between what is valued at home, in their communities, and in their schools and classrooms. We have given them choice to share those during Identity Day if they so wish.*
- *We avoid generalizing about learners based on cultural stereotypes*
- *Through the Residential Schools curriculum we recognize that the development of positive personal and cultural identity in many Indigenous learners is made more complex because of the perceptions of First Peoples held by many people in the larger society as well as the legacy of colonial laws in Canada that sought to destroy First Peoples’ languages and cultures.*

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

- *We ensure that our guest speaker’s knowledge can be shared before using it.*
- *We ask about what protocols might be attached to specific knowledge or process so that we do not insult our guest speaker or elder.*

		<ul style="list-style-type: none"> • <i>Our students are coached on being comfortable with asking respectful questions.</i> • <i>We do not assume that Indigenous learners will share all aspects of their home and community lives in the school or classroom and we gratefully accept that</i>
<p>What are our plans for this year?</p>	<p>Communication – we would like to have more students present their work and successes (as opposed to their teachers) during our ‘8 Great Things’ portion of our Student Celebration Assemblies</p> <p>Critical and Creative Thinking – Through our ‘Maker Spaces’ section in the library, our Genius Hour in the classrooms and the Nature K/Grade 6 buddy inquiry we hope to encourage and spark new creative and critical thinking skills</p> <p>Positive Personal & Cultural Identity, Personal Awareness & Responsibility, Social Responsibility – Through the 7 Sacred Teachings we are hoping students will gain a clearer understanding of how their actions affect others and how we need to be socially responsible to ourselves and others. We are creating a Marie Sharpe Family Tree by having students identify their cultural background and posting it with their picture – we will then have an Identity Day during our Streets of Learning. We are creating a Sensory/Mindfulness Moment room in our old Strong Start room.</p>	<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <ul style="list-style-type: none"> • <i>Connecting learning to the broader community. The classroom should extend beyond the walls of the classroom and school and we will develop more outside learning environments that are connected to the land</i> <p>Learning is holistic, reflexive, reflective, experiential, and relational.</p> <ul style="list-style-type: none"> • <i>Creating more collaborative and cooperative learning opportunities that include as much experiential learning as possible through our Nature K, place based outdoor learning, and project based learning initiatives.</i> <p>Learning involves generational roles and responsibilities.</p> <ul style="list-style-type: none"> • <i>Explicitly modelling learning processes for students and providing necessary scaffolding and gradual release as the learner develops mastery using the Optimal Learning Model (OLM).</i> <p>Learning recognizes the role of indigenous knowledge.</p> <ul style="list-style-type: none"> • <i>Ensuring meaningful inclusion of Indigenous content and/or perspectives in all curricular areas (without appropriation).</i> <p>Learning involves patience and time.</p> <ul style="list-style-type: none"> • <i>Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding through expanded learning opportunities and the OLM.</i> <p>Learning requires exploration of one’s identity.</p> <ul style="list-style-type: none"> • <i>We create safe opportunities for learners to articulate and express their developing identities through our Family Tree, 7 Sacred Teachings and our Hoop dancing and drum making.</i>

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

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Calvin Dubray, Sylvia Swift, Tanya Isnardy, Cecilia Harry, Kelsey Callander, Tracy Walton, Kirsty Bowers, Elly Kalenjok, Kris Beaulne, Jessica Katsura, Jenn Reedman, Michelle Iverson, Charlotte Haines, Lori George
Evidence Based Rationale:	Students need constant direction and guidance on the task at hand and don’t have that ‘stick with-itness.’ They can’t work for an extended period of time (less than 5 minutes) on their own when they don’t have the self-confidence as a learner. They become frustrated and will immediately interrupt the teacher for assistance. When students feel trapped in situations as if they have little or no control, students respond by going into a “fight, flight, or freeze” response (frustrated) and this is where avoidance and aggression behaviors exhibit themselves. We also want to prevent students from developing “learned incompetence”, which is when students act incompetent in order to get help from their teacher. These students know from experience that if they stall or refuse to do something they don’t want to do, someone will eventually do it for them. We have been working hard as a staff to create a Sense of Belonging, teach SEL strategies to our students, and build stamina. The next progression in this journey we feel is the development of student’s self-confidence as learners as to build perseverance and stamina.
Goal:	We plan on teaching grit and building self-confidence within our students so that they can develop the skills and use strategies to make them become more determined, persevering, and confident learners.
Inquiry Question:	Will using explicit instructions based on developing grit build self-confidence in students so they can learn to complete difficult tasks without feeling frustrated or defeated?
Success Criteria:	<p>Teachers: Will continue to use the Optimal Learning Model in their teaching of lessons as to front-end load and scaffold while using the gradual release of responsibility.</p> <p>Teachers: Will use common language in developing grit and building self-confidence in students while.</p> <p>Students: Will demonstrate increased perseverance and independence in their everyday tasks that they are asked to do in their school work in all subject areas.</p> <p>We will know we are successful when 85% of our students can follow through on tasks without becoming frustrated and work independently for 20 minutes without consistent repeated interruptions, redirection or guidance.</p>

Assessment Plan:	<ul style="list-style-type: none"> • 12 Item Grit Scale - take baseline in October, check-in in Feb. and final in May • Persistence Scale for Children – take baseline in October and final in May • Academic Self-Esteem/Global Self Esteem questionnaire - take baseline in October and final in May • Quick reference “On task” recording sheet focusing on 3-4 students – take baseline in October, check in Feb. and final in May • Video of students – “Following through on tasks” - 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.
Focus for Teacher Learning:	<p>Continuing using the Optimal Learning Model (OLM) to focus on the Font-End loading piece and more of the “We do” practice to foster the movement towards building student confidence before the release of responsibility; thus building perseverance and independence.</p> <p>Use curriculum that builds grit and self-confidence in learners.</p> <p>Use SEL programs such as Think Social, Superflex, MindUp and Zones of Regulation to teach how students’ behavior affects their learning and that of their peers. Teach students to self-regulate so they can remain on task and develop that learning stamina and perseverance.</p> <p>Continue to use “Trauma Sensitive Schools” language and strategies to assist in “grounding” students and “refocusing” them to be ‘gritty’ and persevere.</p> <p>Use Literacy frameworks and Guided Math Groups to foster perseverance and allow small group focused teaching to scaffold more with those that become easily frustrated.</p> <p>Use Project-Based Learning to instill confidence and skills in students to become more independent in research, individual/group tasks and presentation of their learning (risk-taking).</p> <p>Nature Based; Play-Based opportunities for students to explore, ask deeper thinking questions, and become more independent in their thinking.</p> <p>Teachers allowing students cognitive breaks, mindfulness apps (smiling minds, headspace) and the use of our Sensory/Mindfulness room to build strategies and internalize techniques to use when feeling frustrated and learn how to persevere.</p>
Analysis:	
Reflection:	
Next Steps:	

For clarification regarding **Part A**, please contact Silvia Dubray at: 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 or phone: 250-392-3845.
For clarification regarding **Part C**, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842

Calvin Dubray

PRINCIPAL SIGNATURE: