

Building Resilient Learners School Plan 2016/17

Name of School:Mile 108 Eler	nentary
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Please submit electronically in this format to Brandy Nasuszny (<u>brandy.nasuszny@sd27.bc.ca</u>) and Rayna Carpenter (<u>rayna.carpenter@sd27.bc.ca</u>)

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 <u>strong</u>, <u>capable</u>, <u>resilient learners</u>. 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	Emotional Environment	Teaching and Learning	Parent & Community
	Healthy Eating	School Connectedness	Curriculum - Health, Career and Physical Activity	Partnerships
What are we doing?	Farm to School Salad Bar program. Fruit and Veggie program, Breakfast for Learning	Peer Leadership Team, sports teams, photo club, HAWKS PBS system, strengths-based initiatives like a weekly "5 great things at 108".	Daily physical activity, sports teams, daily teaching of Health and Career ed. Guest speakers addressing healthy food choices and home gardens (through Farm to School grant)	Lions club and Fire Dept to help with hockey rink and year end activities. PHN for mental health and healthy eating/exercise initiatives. Local growers/ranchers to be guest speakers in classrooms about healthy/sustainable living.
What are our future plans?	Continue with above, explore expanding to 2 days per week.	Buddy Benches, Maker Space in the library at lunchtime	In-class vegetable gardens, running/walking club, installation of sandboxes for primaries at	Continue with above.
Piuris.			recess/lunch.	

A2. HEALTHY SCHOOLS ASSESSMENT (completed Yes)

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

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

Inquiry Question:

B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of	We feel that we teach the core competencies in just	Learning Involves generational roles and
what we are	about every aspect of what we do in our classrooms	responsibilities: Using a circle during school
already doing	already. There are far too many to list.	assemblies with the youngest students in the centre and
to embed these.		older students/adults on the outside, understanding it is the responsibilities of the 'elders' to protect and help guide the young. We also stress this during our weekly Buddy Reading sessions.
What are our	Students will be introduced to new ideas to demonstrate	Updating our school matrix and mission/values
plans for this	their knowledge through the use of our staff learning	statements so that they incorporate these philosophies.
year?	and implementing strategies such as genius hour and maker spaces. These opportunities, we feel, will give students the chance to hit upon all of the competencies in personally meaningful ways.	

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:	Megan Vanderkerchove, Rod Schneider, Janice Yakura, Rubina Johnson, Lynn McArthur, Don Kinasewich
Evidence Based Rationale:	Teachers are concerned about the quality of student writing they have seen in formal assessments (<i>School-Wide Write</i>) and classroom writing activities. Many students are having difficulty writing grammatically correct sentences, using correct punctuation, constructing complete paragraphs, and composing longer pieces of writing.
Goal:	We will focus on a variety of resources related to assessment for learning (e.g. Making Classroom Assessment Work, Visible Learning, Embedded Formative Assessment) and writing (e.g. Writing Power, The Workshop Book).

Inquiry Question:	How will involving students in assessment and increasing the amount of personalized descriptive feedback they receive, using tools like the <i>5 Point Writing Scale</i> and other scoring rubrics, impact the quality of their writing?
Success Criteria:	Students will demonstrate an improvement in their writing skills over the course of the school year.
Assessment Plan:	Assessment of students' writing throughout the year and <i>School-Wide Write</i> at the end of the year, using the <i>5 Point Writing Scale</i> and other scoring rubrics.
Focus for Teacher Learning:	We will focus on a variety of resources related to assessment for learning (e.g. <i>Making Classroom Assessment Work, Visible Learning, Embedded Formative Assessment</i>) and writing (e.g. <i>Writing Power, The Workshop Book</i>).
Analysis:	
Reflection:	
Next Steps:	

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
	Susan Soules, Diane Matlock, Andrea Keller, Tammie Ozanne, Steve Almond, Don Kinasewich
Inquiry Team Participants:	Susui Soules, Blane Mattock, Milated Renot, Tallillie Ozaline, Steve Milliona, Boli Rillase wieli
Evidence Based Rationale:	The Primary teachers at Mile 108 Elementary have noted through observation and assessment that many of our students are having difficulty developing and retaining fundamental math skills such as knowledge of basic facts, understanding of place value, skip counting and basic mathematical operations.
Goal:	Build fundamental math skills through fun, engaging lessons structured around guided math principles.
Inquiry Question:	How will the use of hands-on math activities (games, manipulatives) and classroom structures, such as <i>Guided Math</i> and <i>Daily 3</i> , increase engagement and enjoyment during Math class, and contribute to the development of fundamental mathematical skills? How might the use of these activities and structures reduce the need to purchase Math programs for the teaching of Math?
Success Criteria:	Assessment of targeted math skills (e.g. recall of basic addition facts) at the beginning and end of the year will provide data about the effectiveness of alternative approaches to Math instruction. Interviews or surveys will provide data about student feelings about new approaches, specifically whether they enjoy alternative types of instruction, and if they help them learn. Teachers will explore alternative approaches to traditional Math instruction (textbook, workbooks).
Assessment Plan:	Assessments of basic math skills (e.g. tests of basic facts recall). Student opinion surveys. Teacher observations and anecdotal comments.
Focus for Teacher Learning:	Teachers will attend workshops presented by Sari Small, District Math Leader. They will then implement the games and activities observed and discuss their effectiveness at PLC meetings. Teachers will visit classroom teachers who have implemented Guided Math and discuss their observations at PLC meetings. The Inquiry Team will read and discuss parts of <i>Daily 3 for Math</i> . The Inquiry Team will use activities from resources such as <i>Boxcars and One-Eyed Jacks</i> and <i>The Power of Ten</i> and discuss their effectiveness at PLC meetings.
Analysis:	2 one, of 1 on and discuss then effectiveness at 1 De meetings.
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 <u>jerome.beauchamp@sd27.bc.ca</u> 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

Kevin McLennan	
PRINCIPAL SIGNATURE:	