



## Building Resilient Learners School Plan 2016/17

Name of School: **Mountview Elementary**

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

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

		<ul style="list-style-type: none"> <li>- Anxiety Awareness training for Gr. 6's</li> <li>- Positive Action program</li> <li>- Action Schools BC</li> <li>- Terry Fox Run</li> <li>- Jump Rope for Heart</li> </ul>		that keep students safe and help them avoid "at risk" behaviours.
<b>What are our future plans?</b>	<ul style="list-style-type: none"> <li>- Re-look at things like "Fruit Roll-ups" in our canteen and make sure all items match the Provincial standards.</li> <li>- Promote the drinking of milk at lunch hours through our canteen and the use of Milk Cards for students.</li> </ul>	<ul style="list-style-type: none"> <li>- Multicultural activities featuring mainly First Nations culture.</li> <li>- More clubs offered for younger students this year.</li> <li>- Having more adults available for more intramural and extra-curricular sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Re-look at the new Health &amp; Career Education IRP's to make sure we are touching on all aspects of this curricular area.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Idea for above is to develop a school web page and have this as part of the web page.</li> </ul>

**A2. HEALTHY SCHOOLS ASSESSMENT** - completed  
 (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>	As of the beginning of September, not much was being done in this area. As the year wears on there is more and more emphasis on the Core Competencies with the use of the materials for the Successful Learners Traits.	<p>Direct teaching of Aboriginal curriculum in Gr. 4 &amp; 5.</p> <p>Having a rich supply of books in our classrooms and Library with aboriginal content, pictures, culture.</p> <p>Having things like posters up in the hallway and in classrooms and participating in poetry, writing, and art projects with an emphasis on aboriginal culture, in different classrooms at different times. This is the choice of the classroom teachers.</p> <p>Having a Shuswap Language/Culture program. Note – Due to the loss of our Shuswap Language/Culture teacher in the Fall this program has not been operative since then.</p>
<b>What are our plans for this year?</b>	<p>To become more familiar with the new curriculum, the Core Competencies, and how to assess and report these.</p> <p>To learn more about the Successful Learners Traits through Pro-D and use in the classroom. Question is "How do these two concepts mesh?" Staff are hoping for more direction in this area.</p>	<p>To source out new resources for all grade levels.</p> <p>To have even more reading material around the school for students that has aboriginal content.</p>

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

<b>Area of Inquiry (make bold):</b>	<b>Literacy</b> or Numeracy or Curriculum
<b>Inquiry Team Participants:</b>	Milana Cecco, Theresa Herrling, Tim Horsley, Jana Prokes, Shelly Peel, Rita-June Mader, Kelvin Parent, Anita Davidson, Georgina Riding, Amy Kolinsky s
<b>Evidence Based Rationale:</b>	Teachers were concerned with the lack of quality and quantity of student writing.
<b>Goal:</b>	<b>Improve the quality and quantity of students writing, Gr. 1 – 6.</b>
<b>Inquiry Question:</b>	To what extent will using the teaching structures of UDL improve students' writing quality?
<b>Success Criteria:</b>	Teachers will notice an improvement in students' performance standards on the school wide write.
<b>Assessment Plan:</b>	Teachers will compare Fall and Spring School-wide Writes and note changes in quality.
<b>Focus for Teacher Learning:</b>	Understanding what UDL is and exploring the three main principles. We used a wide range of resources from the internet including <a href="http://www.udlresource.ca/">http://www.udlresource.ca/</a> . Teachers shared previous learning and useful strategies with each other.
<b>Analysis:</b>	<p>In select ELL student results, there was a significant improvement in writing quality (from 2.5 to 4).</p> <p>All teachers that responded to my survey noted that a number of things were consistent from the Fall of 2016 to the Spring of 2017:</p> <ul style="list-style-type: none"> <li>✓ They all used UDL strategies in their classrooms, mostly in Reading, Writing and Math</li> <li>✓ The measurement tool was our School Wide Writes and all teachers noted an improvement in almost all of their students from the Fall to the Spring.</li> <li>✓ The improvement noted above was not only in the raw scores but also in stamina and print quality.</li> <li>✓ Not all students' SWW scores went up, especially the ones in the Minimally Meeting area, but the quality of the writing was better. If we used the 2.5 scale then their scores would have gone up also.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ They noted that they did use UDL strategies just prior to the SWW in the Spring, but are not sure if the use of these right before the write, or throughout the year, or even at all, could have contributed to the higher scores on students' SWW.</li> <li>✓ Teachers did note that the introduction of UDL strategies did change their teaching in that they used some new strategies, along with their old tried and true methods, when teaching, in all subject areas.</li> <li>✓ Some teachers wondered if in fact it was just simply the maturity of the students that can account for the improvement in their performance.</li> </ul>
<b>Reflection:</b>	<p>We found that after gaining a basic understanding of UDL, teachers recognized that many of their current teaching practices involved the same principles. This realization made teachers feel more confident and less anxious about incorporating UDL strategies.</p> <p>At the beginning of the year teacher groups met in weekly sessions to dig deeply into UDL language. Following this initial focus, groups met every second week. We felt that by starting in a more concentrated way, it would be easier to retain new learning and move the inquiry forward.</p>
<b>Next Steps:</b>	<p>The staff is unsure as to their next steps in this process. They are not, as a cohesive group, thinking of moving forward with the study of writing and UDL strategies so that will be left up to next year's staff and PLC leader.</p>

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

*Rick Miller*

PRINCIPAL SIGNATURE: