



**Building Resilient Learners  
School Plan  
2016/17**

Name of School: **Tatla Lake Elementary Junior Secondary School**

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>Hot lunch once a month</li> <li>Fruit, vegetable, milk program</li> <li>Ski trails</li> <li>Thinking trees once a week</li> <li>Healthy snacks eaten during story time</li> </ul>	<ul style="list-style-type: none"> <li>Positive Action (K-3)</li> <li>Word of the Week – journal prompt (4-7)</li> <li>Mind Up (4-9)</li> <li>Lion King</li> <li>Santa Breakfast</li> <li>TREKS tickets</li> <li>The Lion King musical</li> <li>Buddy Reading</li> <li>Planting a Promise (daffodils)</li> <li>Spuds in Tubs</li> </ul>	<ul style="list-style-type: none"> <li>Participation in rural secondary field trips/sports tournaments</li> <li>Outdoor and nature education weekly classes</li> <li>Use of bouldering wall, mountain bikes, camping gear, maps, compasses, snowshoes, cross country ski gear</li> <li>Fall trip to Gavin Lake with Homeschoolers and Martin Kruus from GROW</li> <li>Career classes for grades 4-9 second semester</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PAC meetings</li> <li>Parent Participation Play Group twice a month</li> <li>Encorp Return-It recycling program</li> <li>Hoofprints in History new edition being written –interviewing locals</li> </ul>
<b>What are our future plans?</b>	<ul style="list-style-type: none"> <li>Weekly soup</li> <li>New playground</li> <li>Weekly skiing at Martin Lake</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide fieldtrips – Gavin Lake, Mt Timothy, Barkerville</li> <li>Build raised beds and grow vegetables</li> <li>Plant Tomatosphere seeds</li> <li>Explicitly teach Successful Learner Traits and collect evidence of students being creative, enthusiastic, risk taking, confident, thoughtful, strategic, compassionate, and industrious</li> </ul>	<ul style="list-style-type: none"> <li>Dance lessons with Gerald and Johanna Kirby</li> <li>Two days of alpine skiing and snowboarding at Mt. Timothy</li> </ul>	<ul style="list-style-type: none"> <li>Rural Secondary Mentorship Program – Daryl Vissher, Angela Hartwick, Jack Peterson, David Hemmings, Fritz Mueller, Eliza</li> <li>Craft Days in preparation for Christmas Craft Fair and Artisan Fair</li> <li>Columneetza Outdoor Academy here for a week of outdoor education – guest speakers include – Joe Cortese, Bryn Thompson, Candice Ford, Cyndy Abbott, Dave King, Peter and Roma Shaughnessy</li> <li>Chris Harris guest speaker</li> <li>School Valentines Dance at Tatla Community Hall</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)

## B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.	<b>Acquire, Interpret, and Present Information</b> Passion Projects & Presentations <ul style="list-style-type: none"> <li>• Pepper’s Ghost Boxes</li> <li>• Rocket Racers</li> <li>• Projectile Devices</li> <li>• Calder Mobiles</li> <li>• Popsicle Stick Bridges</li> <li>• Designing Musical Instruments</li> </ul>	<b>Learning involves generational roles and responsibilities</b> <ul style="list-style-type: none"> <li>• Mentorship program – secondary</li> <li>• Community Tour – primary</li> <li>• Robotics – gr. 4-8</li> <li>• Micro controlling and Interfacing – gr. 9</li> <li>• Hoofprints in History</li> <li>• Baking</li> <li>• Craft Making classes</li> <li>• Sewing classes</li> <li>• Dancing lessons</li> <li>• Outdoor Academy visit- guest speakers</li> </ul>
What are our plans for this year?	<b>Connect and Engage with Others (to share and develop ideas)</b> <ul style="list-style-type: none"> <li>• Perspective Taking</li> <li>• Mindful Travel Project</li> <li>• Small group discussions</li> <li>• Informal debating</li> <li>• Conflict resolution</li> </ul>	<b>Learning Involves Recognizing the Consequences of One’s Actions</b> <ul style="list-style-type: none"> <li>• <b>Successful Learner Traits – evidence tickets</b></li> <li>• <b>TREKS tickets</b></li> <li>• <b>Recycling duty</b></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 Curriculum
<b>Inquiry Team Participants:</b>	Clare Gordon and Audra Peterson
<b>Evidence Based Rationale:</b>	<u>Learning Challenge(s):</u> What has brought you to this inquiry? What’s going on for your students? <ul style="list-style-type: none"> <li>• Students not asking questions/risk taking</li> <li>• Some students deal poorly with ambiguity</li> <li>• Independence and problem solving are valuable life-long skills all students need; this is not yet a strength for some students</li> </ul>
<b>Goal:</b>	<b>For all our students to exhibit Successful Learner Traits</b>
<b>Inquiry Question:</b>	To what extent will project-based learning improve student confidence?
<b>Success Criteria:</b>	<u>Criteria for Success:</u> If your inquiry was completely successful, what would be different for your students? What changes would you see? <ul style="list-style-type: none"> <li>• Students would willingly engage in new projects/challenges</li> <li>• Students would experience self-awareness and see their confidence impacting new learning in other areas (building from strength)</li> </ul>
<b>Assessment Plan:</b>	<u>Assessment:</u> What is your plan for being able to answer your question? Connect to success criteria. Be specific – who will do what, when, where, how? <ul style="list-style-type: none"> <li>• Focus on two case-study students (Simon and Lindsay)                             <ul style="list-style-type: none"> <li>○ Weekly anecdotal observation (regarding levels of independence, risk-taking, self-awareness) → Audra: during Thursday prep; Clare: ‘in-the-moment’ but with a weekly check to see that observations have been made at some point during the week</li> <li>○ Pre- and Post-interviews with students regarding their confidence/strengths/abilities</li> </ul> </li> </ul>
<b>Focus for Teacher Learning:</b>	<u>Focus for Teacher Learning:</u> What sources of new learning will you use/seek out? <ul style="list-style-type: none"> <li>• ADST curriculum guides and resources</li> <li>• Carol Dweck’s resources connected to ‘Growth Mindset’ research</li> </ul>
<b>Analysis:</b>	<u>Analysis:</u> Complete at the end of your inquiry – examine your evidence, look for patterns, what does the evidence show? What is the answer to your question? Students really enjoyed the hands on projects. They all ended up with an end product they were proud of. One of the case study students ended up with an A in Applied Design Skills and Technology. The other student ended up with a B, but she initiated bringing in her own projects from home to share with her peers. This started an avalanche of others bringing in projects from home. The answer to the question - to what extent will project-based learning improve student confidence – exceeding expectations.
<b>Reflection:</b>	<u>Reflection:</u> Complete at the end of your inquiry – Feedback about student learning, your learning, the process, unexpected observations, etc. The students became very involved in their own learning. Some students experienced failure many times, but showed grit by making multiple alterations to their projects to get a successful result. This was a unexpected, pleasant result. Students worked well together. Some students showed leadership and were able to work out disagreements within the group. Both of the case study students had multiple successes, but their self confidence is so low that they didn’t actually believe that their achievements were as successful as they were. This will take many more successes on their part for them to believe in themselves.
<b>Next Steps:</b>	This year, we only introduced the students to four of the successful learner traits. We will continue with the traits we haven’t covered next year. The students completed self reflections at the end of the year. Next year, we will ensure that they do a self reflection at least once a term. We will carry on with the project based learning – especially in science.

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: