



**Building Resilient Learners
School Plan
2017/18**

Name of School: **Forest Grove Elementary School**

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) October & June, and Catherine Getz (catherine.getz@sd27.bc.ca) in October; please consult the “How to Complete the Building Resilient Learners Plan” document for completion details.

DUE DATES: Mid-OCTOBER; Mid-JUNE (Checking and Reflection)

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"> -Healthy breakfast and smoothie program (every day of the week) -Hot lunch program (twice a month minimum) -Fruit and vegetable program -Milk program -school garden -School wide art project: great things board -Promote the use of our fitness trail -two playgrounds fundraised by the PAC 	<ul style="list-style-type: none"> -Daily personal greetings by teachers and staff (greeting at students) -Monthly recognition assemblies - Sharing time in classrooms -Orange Shirt Day -Anti Bullying Day (Pink Shirt Day) -Daily mindful minute -Our core values -Spirit days -Leadership with our older students (leadership group) 	<ul style="list-style-type: none"> -Running on our track -PE -Interschool track meet -Terry Fox Run -Inter School Sports -Small school Jamborees and tournaments -Rock & Rings Program -Skating at Canlan -Fire Prevention week -Fire department presentations and fire chief of the day - Drug & Alcohol Prevention with RCMP and Public Health -Grade 7 students attending the Career fair at PSO -The fitness trail -Cross country skiing (Grade 3-4 class) -Grade 7 students attending the Career fair at PSO School wide skating 	<ul style="list-style-type: none"> -Using planners for home/school communication -CPAC group - Strong Start invited to most events and spirit days -Local author visits -Reading with Floyd -Reading with Friends -Community Christmas Concert -Community Donations Liu Xin- Canada Children Lunch Foundation -Volunteer tea -Talent show - Did a field trip to the Forest Grove Fire Hall (October) -Mother’s and Father’s day Gift making -Remembrance Day assembly -Facebook CPAC site -Community Garden
What are our future plans?	<ul style="list-style-type: none"> -Healthy breakfast and smoothie program (increased to every day this year) -A specialized cupboard of stoked food for children who do not have lunches -Hot lunch program (twice a month minimum-maybe moved to once a week) -expanding our school garden program -School wide art project: great things board -Welcoming totem pole -two playgrounds fundraised by the PAC -Outdoor bulletin board for classes and community -Outdoor ed. Space and amphitheater -Outdoor roof 	<ul style="list-style-type: none"> -Re-teach each successful learning trait (one a month): core value at each monthly assembly, one per month -School wide art project (totem pole) -Planting trees around the school as a group -Recognition: Our Great Things Board! -School website: includes the great things happening at our school each month. -Zones of regulation-Mind up on a school wide level -Spirit Days (once a month-we have included this in the schedule to make sure they happen) -Expanding our leadership group 	<ul style="list-style-type: none"> -“What lifts you up” -Mental health presentation (Trevor Moyah) -Career presentation -PE -Terry Fox Run -Inter School Sports -Small school Jamborees and tournaments -Skating at Canlan -Fire Prevention week -Fire department presentations and fire chief of the day - Drug & Alcohol Prevention with RCMP and Public Health -The fitness trail -Cross country skiing -Field trip to Gavin Lake -School wide skating group 	<ul style="list-style-type: none"> -Community participation in special events -encourage community support -participation of community experts to assist in school health initiatives -involve community in totem pole project -Do more things with Eliza Archie -Pumpkin patch with Ms. Van Osch -Expand our community garden

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for CommunityLINK funding)

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

Inquiry Question:	
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B. CURRICULUM: CORE COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING

	Core Competencies	First Peoples Principles of Learning
Examples of what we are already doing to embed these.	-We are using Susan Bannister’s Eight Successful Learning Traits school wide. We use this as common language and we use positive action “golden tickets” as a manner to collect school wide data on how we are performing in relation to the core competencies. We use this data to guide our instruction and students use the data for self-assessment,	-School wide art project that incorporates local and provincial First Nations Art. All students from the local band school (Eliza Archie) took part in this process. creating drums with Mike Case -First Nations art on canvas displayed throughout the school
What are our plans for this year?	-Reinforce for our old and new students strong foundations and understanding of the 8 successful learning trait language and meaning.	-School wide welcoming totem pole created by the students and staff -Have elders from Canim Lake come to our school. More involvement with Canim Lake. -Salmon on fences. Each student does an individual salmon. Raise salmons!

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:	Kerry Tunnacliffe, Peggy Reed, Jenny Dahl, Marion Boulter, Ginger Moyah, Marla Burham and Amy McKean.
Scanning Summary:	See below.
Focus Area (Inquiry Question):	Will continuing to use a continuum of writing performance standards, marking SWW as a team, teaching specific reading strategies, assessing students individual reading, making individual packages (EXPLODE THE CODE) to help with missing spelling and/or phonics sounds and giving individualized feedback to students and parents improve students overall Language Arts abilities.
Focus:	Our focus is to improve students OVERALL Language Arts abilities.
Hunch:	That using Explode the Code will improve student achievement in all of these language arts areas.
New Professional Learning:	Teachers will learn to use Explode the Code.
Taking Action:	<ul style="list-style-type: none"> • Create Class & whole school tally sheets to identify areas that need further instruction to drive teacher instruction. • Create or find a writing conference sheet, so we teachers can meet with students and set up goals. • Use the 3 areas that need improvement to include in reports to parents. • Use different coloured highlighters and the same performance standard to measure growth over the entire year. • Reading instruction targeted for child’s instructional level, in small groups or individually. • Use Different coloured highlighters to measure students reading growth of an entire year. • Use Reading strategies to help children and parents understand what area(s) they need to practice. • School wide spelling test to find out the missing phonics or spelling areas that need to be filled in for every student. • Use explode the code to make individual student packages for any areas that need further growth.
Checking (complete in June):	<ul style="list-style-type: none"> • Marked each term’s school-wide write on the same rubric in different coloured highlight to view progress • Observations of student ability in spelling • Classroom observation of student progress • Used phonics and spelling program to track progress • Use of our school continuum (rubric for whole school)
Reflection (complete in June):	<ul style="list-style-type: none"> • We only got to team-mark one SWW this year. We found the first earlier than last year. We had 4 teachers so we were able to break into primary and intermediate and confer about what our particular needs and goals were. The information was most helpful for report cards. • We found the use of Explode the Code helped students become more confident with spelling and this was visible in their term spelling assessment. • Students have moved from only being able to recognize beginning and end sounds to using vowels, diagraphs and blends correctly. • We will plan on using Reading Assessment next year • We felt that time was a limiting factor for us in this process. Nearly all of our meeting times took place after school or at noon hour. We did not take advantage of release time that was available to us this year because we did not fully understand how this worked. In the upcoming year we hope to utilize release time to better meet and collaborate throughout the year.

C. LITERACY INQUIRY

School-wide Literacy Goal:	To improve; writing, reading and spelling/phonics by implementing individualized balanced literacy.
Evidence Based Rationale:	Scores on SWW and FSA tests are consistently below average grade level and we want to make sure that every child in our school has growth in Language Arts.

Grade(s)	Literacy Area	Strategy	Assessment Method
All	Writing	Create Class & whole school tally sheets to identify areas that need further instruction to drive teacher instruction.	SWW Marking (all staff together), Tally Sheet
		Create or find a writing conference sheet, so we teachers can meet with students and set up goals.	Student Writing Conference Sheet
		Use the 3 areas that need improvement to include in reports to parents.	Report Cards
		Use different coloured highlighters and the same performance standard to measure growth over the entire year.	Performance Standards
		Mark individual students progress each term on our school continuum	Smart Writing
All	Reading	Reading instruction targeted for child's instructional level, in small groups or individually	Benchmark Assessments in Primary age range Dibbles and/or the Vernon in the Intermediate age range
		Use Different coloured highlighters to measure students reading growth of an entire year.	Need to create/Find Reading chart or continuum???
		Use Reading strategies to help children and parents understand what area(s) they need to practice.	Need to find out what each teacher is doing to teach strategies
	Spelling/ Phonics	School wide spelling test to find out the missing phonics or spelling areas that need to be filled in for every student.	Words their Way Assessment
		Use explode the code to make individual student packages for any areas that need further growth.	Explode the Code
Action Research Question		Will continuing to use a continuum of writing performance standards, marking SWW as a team, teaching specific reading strategies, assessing students individual reading, making individual packages (EXPLODE THE CODE) to help with missing spelling and/or phonics sounds and giving individualized feedback to students and parents improve students overall Language Arts abilities.	
Assessment Method		SWW, Reading Assessments and the Words Their Way Spelling Assessment	

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


PRINCIPAL SIGNATURE: