



## Building Resilient Learners School Plan 2017/18

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

### 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"> <li>Build School Garden Boxes <b>(completed)</b>.</li> <li>Plant, grow, nurture and harvest produce from our garden boxes <b>(ongoing)</b>.</li> <li>Starfish Pack Program (food backpacks go home on weekends for most vulnerable students) <b>(ongoing)</b>.</li> <li>Development of Outdoor and Place-based Learning areas (outside new Strong Start) <b>(completed)</b>.</li> <li>Paint school and fix railings and ramps for improved wheel chair access <b>(completed)</b>.</li> <li>Breakfast Club of Canada program every day from 8:30-9:00 am <b>(ongoing)</b>.</li> <li>Lunch program for those in dire need and monthly PAC lunches for entire school <b>(ongoing)</b>.</li> <li>BC Schools Fruits and Vegetable Nutrition Program <b>(ongoing)</b>.</li> <li>School wide ‘Friendship Soup’ <b>(ongoing)</b>.</li> <li>Monthly Safety Meetings <b>(ongoing)</b>.</li> <li>Regular practice and review of emergency procedures <b>(ongoing)</b>.</li> <li>Cross Walk Guard <b>(ongoing)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>“Trauma Sensitive Awareness” <b>(ongoing)</b>.</li> <li>Zones of Regulation <b>(ongoing)</b>.</li> <li>Sensory/Mindfulness Room <b>(completed)</b>.</li> <li>Youth Care Worker – “Superflex” program <b>(ongoing)</b>.</li> <li>Grade 6 class ‘buddying’ with Nature K students twice a week <b>(completed)</b>.</li> <li>Family Tree (mural at entrance of school) <b>(completed)</b>.</li> <li>New school uniforms <b>(completed)</b>.</li> <li>‘9 Great Things’ Monthly Student Recognition assemblies <b>(ongoing)</b>.</li> <li>“Caught in the Act” EBS program <b>(ongoing)</b>.</li> <li>Big Brothers and Sisters in school mentoring program <b>(ongoing)</b>.</li> <li>(F.A.S.T) families and schools together to strengthen student, family and school relationships <b>(ongoing)</b>.</li> <li>School Wide Christmas Dinner <b>(ongoing)</b>.</li> <li>School sports intramural teams <b>(ongoing)</b>.</li> <li>Student job program focusing on student responsibility and leadership skills <b>(ongoing)</b>.</li> <li>Reading “Buddies” <b>(ongoing)</b>.</li> <li>7<sup>th</sup> Generation attendance program <b>(ongoing)</b>.</li> <li>Student Leadership Team <b>(ongoing)</b>.</li> <li>Roots of Empathy <b>(ongoing)</b>.</li> <li>“In the News” and Student Activities Picture Board <b>(ongoing)</b></li> <li>Fiddle Camp continued – Ingrid Johnston <b>(ongoing)</b></li> </ul>	<ul style="list-style-type: none"> <li>Teaching GRIT through a Growth Mindset PLC <b>(ongoing)</b>.</li> <li>BC Dairy Association Food for Us, Food Sense &amp; Passport to Healthy Living <b>(ongoing)</b>.</li> <li>Building Buddies program at LCSS <b>(completed)</b>.</li> <li>Small group or class cooking projects on nutritious foods and meals <b>(ongoing)</b>.</li> <li>Different sporting curriculum opportunities such as Curling, Lacrosse, Golf, etc. <b>(ongoing)</b>.</li> <li>School wide physical activities (Terry Fox Run, Jump Rope for Heart, Orange Shirt Day) <b>(ongoing)</b>.</li> <li>Accessing community facilities for recreational activities (skating, swimming, River Trails...) <b>(ongoing)</b>.</li> <li>Organized sports teams to compete with other schools <b>(ongoing)</b>.</li> <li>Care Kit for primary students <b>(ongoing)</b>.</li> <li>Daily DPA <b>(ongoing)</b>.</li> <li>Guest Speakers to come in (Fish and Wildlife, Forest Fire Fighters ..... ) <b>(ongoing)</b>.</li> <li>Zones of Regulation <b>(ongoing)</b>.</li> <li>Yoga and Stretch Breaks <b>(ongoing)</b>.</li> <li>Headspace and Smiling Minds mindfulness apps <b>(ongoing)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>FALL (Families as Learning Leaders) with CCPL, Little Moccasins and SD #27 <b>(ongoing)</b>.</li> <li>CAT (Cariboo Action Team, Trauma Sensitive School initiative) <b>(ongoing)</b>.</li> <li>Potato House – Mary Forbes (fieldtrips, presentations, school garden plots) <b>(ongoing)</b>.</li> <li>Field naturalists at Scout Island <b>(ongoing)</b>.</li> <li>Literacy, Play for Learning, Games family nights <b>(completed)</b>.</li> <li>Three Corners Health Services (Mary Harry &amp; 7 Scared Teachings every 2 weeks) <b>(ongoing)</b>.</li> <li>Big Brothers and Big Sisters (mentorship program) <b>(ongoing)</b>.</li> <li>MCFD <b>(ongoing)</b>.</li> <li>CDC and Credit Union in facilitating (F.A.S.T) families and schools together to strengthen student, family and school relationships <b>(ongoing)</b>.</li> <li>Bi-monthly newsletters <b>(ongoing)</b>.</li> <li>IHA (Health Nurse) <b>(ongoing)</b>.</li> <li>Save-On and Salvation Army for Breakfast and Snack donations <b>(ongoing)</b>.</li> </ul>
		<ul style="list-style-type: none"> <li>Friendship Soup</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Successful Learner Traits and incorporating</li> </ul>	<ul style="list-style-type: none"> <li>Friendship Center and ‘Children Who Witness</li> </ul>

<p><b>What are our future plans?</b></p>	<ul style="list-style-type: none"> <li>Develop 'Mud Kitchen' to go with Outdoor Pay Based Learning initiative <b>(new)</b>.</li> <li>'Cook It' Program funded by Interior Health (2 classes) <b>(new)</b>.</li> <li>Dairy Foundation – Milk BC resources and grants for teaching of Healthy eating <b>(new)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of Sensory Room with new equipment <b>(new)</b>.</li> <li>Lego Club <b>(new)</b>.</li> <li>Scheduled Social Groups with LST and Youth Care Workers <b>(new)</b>.</li> <li>Fun Friends Program with Grade 1,2,3 students <b>(new)</b>.</li> <li>Christmas Crafts evening for students and families <b>(new)</b>.</li> </ul>	<p>into Self-regulation of Learning <b>(new)</b>.</p> <ul style="list-style-type: none"> <li>STEM Stations in the Library <b>(new)</b>.</li> </ul>	<p>Violence' program <b>(ongoing)</b>.</p> <ul style="list-style-type: none"> <li>Rotary Club and Starfish Packs <b>(ongoing)</b>.</li> <li>First Book Canada <b>(new)</b>.</li> <li>Denisiqu – Counselling and 'Fun Friends' program <b>(new)</b>.</li> </ul>
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**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/)

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

	Core Competencies	Aboriginal Perspectives
<p><b>Examples of what we are already doing to embed these.</b></p>	<p><b>Communication – (Nature K)</b> – students are collaborating on how to make a shelter or the ingredients needed for 'mud pies'  <b>(Kindergarten)</b> – the students are recognizing letters in their classmates names so they can list them  <b>(Grade 1)</b> – students with teacher support plan and collaborate on how to harvest the school community garden  <b>(Grade 1/2)</b> – students present and listen to items being discussed in 'Sharing Circle"  <b>(Grade 2/3)</b> – students plan together to construct a free-standing structure with supplies consisting of toothpicks, marshmallows and gum drops.  <b>(Grade 3/4)</b> – students in small groups are given choice of simple snacks to make and have to decides on what ingredients are needed and what role they play in cooking/baking them  <b>(Grade 4/5)</b> – students sharing, listening and reflecting on their Remembrance Day poem  <b>(Grade 5/6)</b> – students have been listening to and telling their own stories of ancestry and legends  <b>(Grade 6)</b> - students participate in Community Circle first thing in the morning to share and listen to each others issues</p> <p><b>Critical &amp; Creative Thinking – (Nature K)</b> – students through 'free play' are exploring and coming up with new ideas to create structures or tools they can use  <b>(Kindergarten)</b> – during play to learn activities students can create with a number of different mediums  <b>(Grade 1)</b> – students are coming up with different solutions to math problems in their Guided Math activities  <b>(Grade 1/2)</b> – students were stacking Legos to see how many they could before their structure collapsing  <b>(Grade 2/3)</b> – students engaged in Genius hour and made themselves into robots using cardboard and other materials  <b>(Grade 3/4)</b> – 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  <b>(Grade 4/5)</b> – students analyze the correct technique in throwing a curling rock to make a successful take out shot  <b>(Grade 5/6)</b> – students plan out their beading pattern and navigate how to recreate that pattern on their looms  <b>(Grade 6)</b> – 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><b>Positive Personal &amp; Cultural Identity – (Nature K)</b> – students are making choices to regulate themselves and their actions when it comes to risk taking in their environment</p>	<p><b>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learning is holistic, reflexive, reflective, experiential, and relational.</b></p> <ul style="list-style-type: none"> <li>Our Grade 5/6 class last year embedded Aboriginal ways of Learning for an entire term</li> <li>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.</li> </ul> <p><b>Learning involves generational roles and responsibilities.</b></p> <ul style="list-style-type: none"> <li>Explicitly modelling learning processes for students and providing necessary scaffolding and gradual release as the learner develops mastery using the Optimal Learning Model (OLM).</li> </ul> <p><b>Learning recognizes the role of indigenous knowledge.</b></p> <ul style="list-style-type: none"> <li>Our Grade 5/6 class last year embedded Aboriginal ways of Learning for an entire term</li> <li>Ensuring meaningful inclusion of Indigenous content and/or perspectives in all curricular areas (without appropriation).</li> </ul> <p><b>Learning involves patience and time.</b></p> <ul style="list-style-type: none"> <li>Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding through expanded learning opportunities and the OLM.</li> </ul> <p><b>Learning requires exploration of one's identity.</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

**(Kindergarten)** – through play based learning students in small groups are learning to be part of a group and contribute to the larger group

**(Grade 1)** – thinking about the greater environment, students are growing, caring for and harvesting potatoes in Spuds and Tubs

**(Grade 1/2)** – students are volunteering for the School Job program where they are caring for the school environment by cleaning or helping out

**(Grade 2/3)** – the students are engaged in the Smiling Minds mindfulness program using the app after lunch and recess

**(Grade 3/4)** – students are using the Zones of Regulation to express their feelings/emotions and how they can get themselves back into the Green Zone

**(Grade 4/5)** – students are using the ‘Superflex’ SEL program to regulate and become more mindful through building confidence in oneself

**(Grade 5/6)** – students create their own drums with the symbol of an animal that represents them (or other patterns)

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

**Overall Communication** – We have more students presenting their work and successes (as opposed to their teachers) during our ‘8 Great Things’ portion of our Student Celebration Assemblies

**Overall Critical and Creative Thinking** – Our Genius Hour in the classrooms, the Nature K/Grade 6 buddy inquiry, and the STEM project based learning we are doing will encourage and spark new creative and critical thinking skills

**Positive Personal & Cultural Identity, Personal Awareness & Responsibility, Social Responsibility**  
Through the 7 Sacred Teachings students are gaining a clearer understanding of how their actions affect others and how we need to be socially responsible to ourselves and others. Our Marie Sharpe Family Tree has students identify their cultural background and posting it with their picture.

We have created a Sensory/Mindfulness Moment room that works in conjunction with the Zones of Regulation work that we are doing in our school.

We have a Job Board where students apply for jobs within the school to help out and this creates a sense of pride and social responsibility within our students.

- 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)

**Learning is holistic, reflexive, reflective, experiential, and relational.**

- 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

**Learning involves recognizing the consequences of one’s actions.**

- 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.

**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

		<p><i>may help them navigate through differing cultural beliefs.</i></p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul> <p><b>Learning is embedded in memory, history, and story.</b></p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul> <p><b>Learning involves patience and time.</b></p> <ul style="list-style-type: none"> <li><i>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.</i></li> <li><i>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'.</i></li> </ul> <p><b>Learning requires exploration of one's identity.</b></p> <ul style="list-style-type: none"> <li><i>Recognizing that "culture" is a complex construct and that learners usually identify with many cultural contexts (including, but not being limited to, heritage).</i></li> <li><i>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.</i></li> <li><i>We avoid generalizing about learners based on cultural stereotypes</i></li> <li><i>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.</i></li> </ul> <p><b>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</b></p> <ul style="list-style-type: none"> <li><i>We ensure that our guest speaker's knowledge can be shared before using it.</i></li> <li><i>We ask about what protocols might be attached to specific knowledge or process so that we do not insult our guest speaker or elder.</i></li> <li><i>Our students are coached on being comfortable with asking respectful questions.</i></li> <li><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></li> </ul>
<p><b>What are our plans for this year?</b></p>	<p><b>Communication</b> We look to have more students using the Zones of Regulation language as we have many new students that need to regulate and express their feelings. Agendas are being used in all classes to communicate back and forth with parents so they are more informed. We will continue with the FALL program so parents in Nature K, K and grade 1 feel a personal invitation to being informed of their child's education.</p> <p><b>Critical and Creative Thinking</b> We are developing our 'Maker Spaces' section in the library and have purchased items to be stored and used as students come into the Library. This will be in conjunction with some work with ADST kits from the EJ Bare. We will also continue with Lego Club.</p>	<p>We will be posting the First Nations Principles of Learning in our classrooms and we will be focusing on one principle per month and teachers will be incorporating the principle into their teaching and learning in the classroom. We will then share what we have been doing in our PLC meetings. Our grade 5/6 class will be engaging in a term of Aboriginal ways of Learning again and the teacher will be sharing out with our other classroom teachers.</p>



	<p><b>Positive Personal &amp; Cultural Identity, Personal Awareness &amp; Responsibility, Social Responsibility</b></p> <p>We have developed Social Groups for our most vulnerable students so that they can be taught how to interact and ‘play’ with each other in a positive way. We have discovered that many students do not know how to appropriately interact with each other. Using the Successful Learner traits we will incorporate self-regulation of learning as well as self-regulation of behavior.</p>	
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**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 <b>Curriculum</b>
<b>Inquiry Team Participants:</b>	Calvin Dubray, Kirsten Hamm, Tanya Isnardy, Barbara Goodliffe, Cecilia Harry, Marianne Okraintez, Marlene Eccles, Erin Scholefield, Tracy Walton, Kirsty Bowers, Wendy Lonson-Hoffman, Kris Beaulne, Jessica Katsura, Jenn Reedman, Charlotte Haines, Amy Sandy
<b>Scanning Summary:</b>	We asked the students 4 questions revolving around the following 1). What stops you from being successful in school if that is the case? 2). What helps you feel successful? 3). Can you name a time or give an example of when you were successful? 4). Which Successful Learner Trait, if any, do you identify with? We learned that one of the main things that get in the way of them being successful is not being confident in what they do so them giving up. This lead us to believing that using the Successful Learner Traits framework and showing the students that success is a product of how they apply themselves and not on what they know will lead to more students feeling successful.
<b>Focus Area (Inquiry Question):</b>	Will the incorporation of teaching the Successful Learner Traits in our classes lead to students regulating and reflecting on their learning and feeling more successful at school?
<b>Focus:</b>	We discussed that we needed to continue the work we have been doing on self-regulation with the many new students we have (some of them very challenging) but wanted to incorporate the self-regulation not only into regulating behavior but also into learning as well. We believe using the Successful Learner traits will assist in developing the Core Competencies and thus aid in regulating student behavior.
<b>Hunch:</b>	My staff and I don't feel that we need to change things and the practices we employ are working. We would like to deepen those practices and expand them to not just the self-regulation and self-reflection of behavior but by incorporating the Successful Learner traits students can self-regulate and self-reflect on their learning.
<b>New Professional Learning:</b>	The staff and I are looking for more opportunities from the District to host Sue Bannister or we plan on contacting her ourselves to do a Pro D with our staff. We are looking to share and discuss how to use the Successful Learner Traits in our built-in collaboration time every Thursday.
<b>Taking Action:</b>	We have some teachers that were reluctant to try and introduce the Successful Learner Traits after our Pro D last year with Sue. We have decided to introduce 1 Successful Learner Trait a month in the primary classes and at a quicker pace in the intermediate classes. One of our teachers who has had success introducing some of the traits at the last half of last year is willing to go in and model how to introduce the traits to teachers who are reluctant. I will be covering her class while she does this. I will be announcing the Trait of the Month on the announcements and we will be designing a Successful Learner Trait interactive wall much like our Zones of Regulation board. We will also revolve activities and revamp our EBS protocols around the Successful Learner Traits. Every class will have resources, posters, trait cards available to them.
<b>Checking (complete in June):</b>	The PLC this year was ‘tweaked’ from its original intent in which our Primary and Intermediate teachers met during our ‘Buddy Reading’ time to incorporate the Successful Learner Traits (SLT) as a strategy to assist in regulating behaviors but at the same time have the students reflect on their learning and becoming more successful. The Primary group agreed on introducing 1 Successful Learner Trait per month and taught explicit lessons to those traits using suggested books that demonstrated those traits. Teachers then built lessons out of these stories to further expand the knowledge of students in ways that these traits could be demonstrated in their school day. Teachers intentionally used the Successful Learner Trait terminology and ‘caught’ students demonstrating the trait and referenced to the class what the students was doing to demonstrate the trait. One of our primary teachers compiled a list of resources of books that demonstrated the traits and shared it with other primary teachers (there is an attachment to this document of some of those resources in a write up from a teacher). Our classes really used the SLT cards when they noticed students reflecting a trait that they were focused on for the month. Our Kindergarten class, a very vulnerable group, were using many trait cards during the year, in particular in the last half of the year (see attached pictures). They became very comfortable in reflecting on their learning in the assessment piece for their report card. These pieces were adapted to reflect what these students could do in their own way. Our Intermediate group looked at the statement ‘Will the use of direct, explicit instruction of the Successful Learner Traits and incorporating them into all aspects of school life, increase motivation, independence and increase their self-esteem as being successful learners?’ Many of our Intermediate teachers used the targets and goals posters that were in their packages (see pictures of example). Some other teachers tweaked the goals area to be ‘to do lists’ and then used this as a ‘checklist’ and checked things off as they did them. The teachers used a ‘step method’ and had no more than 4 of them and found that students felt very successful and good about their learning as they checked off each step (see attached lesson plan of spaghetti bridges). It was found to be incredibly successful to increase independence and went from a class climate of ‘what do we do next?’ to feeling accomplished and reflecting back on their work and learning more frequently. Successful Learner Trait cards were attributed to those demonstrating that in their reflections.
<b>Reflection (complete in June):</b>	Our staff has found the incorporation of the Successful Learner Traits (SLT) to be a nice parallel with our Zones of Regulation program but the SLTs are more definitive in having students reflect more on their learning and what they believe themselves to be successful at. Every student has an opportunity to be successful at one of the traits as we as educators ‘dig deep’ to find those and create opportunities in which even our most vulnerable learners can demonstrate them. We believe that the Successful Learner Traits also lend itself to creating that celebration of individualistic learning of each child and that our teachers now have a more precise avenue of directing their teaching to accommodate for this; now they know the SLTs in which each student can reflect or are more successful in. We were fortunate to have a few teachers last year delve into the use of SLTs last year after Sue Bannisters workshop and they were able to assist other teachers and model in their classrooms of how to get started. Our one primary

	<p>teacher was able to compile a list of book resources for our other staff and librarian based on the SLTs and we have purchased some of these books and will continue to do so for next year. We do have some staff that are not fully engaging in the use of the SLTs but we believe that will change next year as other staff have shared their success stories. I have agreed to purchase more resources such as cards and posters to help support those teachers that continue to move forward in this and those that need a lift. We believe as a staff that the SLTs have had a positive impact on our students and school and it has increased the self-esteem of students in feeling successful at school; for some of our vulnerable students who have felt little success at all, it has made a remarkable difference in not only their learning but the regulation of their behavior as well because they have become more confident. Some of the challenges we faced this year was the amount of time we would like to spend collaborating with each other to the amount of time we are allocated. We know this is not only an issue at our school level but of one at the District level. Our teachers crave more collaboration and sharing time and imagine the growth that would take place if this was recognized in our school calendar. We also did not incorporate the SLTs into our announcements or Zones board as everyone was at different stages it seemed and we will look at next year to be more formal and intentional on a school level like we are with Zones. We are looking forward to the continued work on Successful Learner Traits as we will have new staff so we will be reteaching what we do here at MSE. Overall, I am proud of the work my staff has done this year with SLTs and the sharing and collaboration amongst our new staff that joined us later in the year has gone a long way to impacting our students yet in another positive way.</p>
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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

Calvin Dubray

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PRINCIPAL SIGNATURE: