

Building Resilient Learners School Plan 2017/18

Name of School:	Mi	le	10	8	Elementary	r

Please submit electronically in this format to Brandy Nasuszny (<u>brandy.nasuszny@sd27.bc.ca</u>) October & June, and Catherine Getz (<u>catherine.getz@sd27.bc.ca</u>) 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?	Farm to School Salad Bar program (once per week), daily light breakfast.	Peer Leadership Team, School Spirit Team, sports teams, photo club, HAWKS PBS system, strengths-based initiatives like a weekly "5 great things at 108", Celebration assemblies, 'WE' Day. Buddy Reading.	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. Donation/Grants from parents/businesses to fund breakfast program, resources for needy children.
What are our future plans?	Continue with above, explore expanding the salad bar program to 2 days per week and ensure the breakfast program is sustainable in the years to come.	Continue with all above Maker Space in the library at lunchtime. We are making plans to introduce Buddy Math.	In-class vegetable gardens, running/walking club, installation of sandboxes for primaries at recess/lunch, installation and maintenance of an outdoor school garden.	Continue with and grow all of the above.

A2. HEALTHY SCHOOLS ASSESSMENT (completed YES)

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

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

Inquiry Question:

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

	Core Competencies	First Peoples Principles of Learning	
Examples of	Student self assessments that address the 'I can'	Learning Involves generational roles and	
what we are	statements, committed dedication by our staff to refer to	responsibilities:	
already doing	the "Sue Bannister" successful learner traits with respect	Using a circle during school assemblies with the	
to embed these.	to our planning, teaching, assessing. Teachers are	youngest students in the centre and older students/adults	
	working on bringing more than one Core Competency	on the outside, understanding it is the responsibilities of	
	into their teaching this year, with a choice as to which	the 'elders' to protect and help guide the young. We also	
	they are going to address	stress this during our weekly Buddy Reading sessions.	
What are our		Continue with above, our work last year was incomplete	
plans for this	Continue with above and build toward incorporating all	with this. We are building a new Vision/Mission	
year?	Core Competencies into their practice	statement this year that will incorporate First Peoples	
		Principals of Learning.	

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

Area of Inquiry (make bold):	Self Regulation
Inquiry Team Participants:	Susan Soules, Kevin McLennan, Diane Matlock, John Foote, Steve Almond, Tammie Ozanne, Rubina Johnson, Rebecca Eilers, Morgan Summers, Heather Greenhalgh

Scanning Summary:	Teachers were invited into informal conversations and then asked to complete a short form that asked them to think deeply about "where their class is at" and to document their top 3 concerns. They were then asked to describe these concerns and how they know them to be true.		
Focus Area (Inquiry Question):	Will the direct teaching of self -regulation result in our students being more ready to learn and therefore becoming more successful?		
Focus:	The information from the conversations and forms were collated, discussed and focused down to finding that regulation across K-7 was the largest concern.		
Hunch:	We simply don't teach to regulation and expect our kids to show up and be ready for learning. With our rapidly changing demographic, we are finding we are struggling to get kids ready to learn and take large pieces of our days away from teaching and learning by focusing more on management.		
New Professional Learning:	At this point of the year we will look at implementation of programs (such as Zones of Regulation) and/or get release time to observe each other's practice and pick out the pieces around regulation we can try in our own classrooms. We may be interested in accessing some expertise through a guest speaker/teacher and/or accessing pro-d opportunities around this.		
Taking Action:	'The Zones of Regulation' books were purchased for each teacher. Groups met every two weeks and discussed readings from the book and how it translated into the classrooms. As we went along, a particular focus was on the 'toolkit' section, where students are taught to use certain tools to help regulate themselves. These skills were reinforced throughout the year, along with all other aspects of the program.		
Checking (complete in June):	By implementing Zones, we have created a common language and knowledge base in every student when it comes to social/emotional learning. We have raised awareness in our students about their readiness for learning and what to do about it if they are not. Students have learned acceptance of themselves and to be present. Students are more self-aware and more mindful of the things that drive other's behaviours as well as their own (triggers, etc). While what we implemented isn't easily assessed, the staff has agreed that the learning taking place through Zones was beneficial and is worth taking further in years to come.		
Reflection (complete in June):	I think Zones is a good entry into social/emotional learning. Our staff has become comfortable enough with Zones that I think they realize its limitations – to the point that at least a few teachers are ready to dive deeper into SEL and implement other practices beyond what Zones can provide.		

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

Kevin McLennan	
PRINCIPAL SIGNATURE:	