



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

Name of School: **Tatla Lake Elementary Junior Secondary 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"> Hot lunch once a week for first semester, then monthly Fruit, vegetable, milk program Ski trails Healthy snacks eaten during story time Daily Physical Activity in Gym 8:45-9:00 	<ul style="list-style-type: none"> Positive Action (K-3) Word of the Week – journal prompt (4-7) Explicitly teach Successful Learner Traits and collect evidence of students being creative, enthusiastic, risk taking, confident, thoughtful, strategic, compassionate, and industrious Zones of Regulation What’s in a Name Project 	<ul style="list-style-type: none"> Participation in rural secondary field trips/sports tournaments Environmental education weekly classes Use of bouldering wall, mountain bikes, camping gear, maps, compasses, snowshoes, cross country ski gear My Blueprint for Grades 8 & 9 Career classes for grades 4-6 second semester, Positive Action for Grades K-3 	<ul style="list-style-type: none"> Monthly PAC meetings Parent Participation Play Group twice a month Encorp Return-It recycling program Hoofprints in History new edition being written –interviewing locals
What are our future plans?	<ul style="list-style-type: none"> Pedometers from Caitlyn Currie (Alexis Creek) New playground Skating rink up and running 	<ul style="list-style-type: none"> Schoolwide fieldtrips – Tatlayoko Lake Bird Observatory, Scout Island, Mt Timothy, Kamloops Grade 4,5,6 to Gavin Lake Grade 8,9,10 to BCSLC True North Conference Build raised beds and grow vegetables Plant Tomatosphere seeds Mural Project – Four Seasons in the Forest Guest Speakers – Mary Forbes 	<ul style="list-style-type: none"> Dance lessons with Hana Kamea Two days of alpine skiing and snowboarding at Mt. Timothy 	<ul style="list-style-type: none"> Craft Days in preparation for Christmas Craft Fair and Artisan Fair 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 School Valentines Dance at Tatla Community Hall

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.	Acquire, Interpret, and Present Information <ul style="list-style-type: none"> Use picture books to develop an awareness of the Successful Learner Traits 	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

	<ul style="list-style-type: none"> • Each Successful Learner trait will be a month long focus - Bulletin board will display evidence of each child displaying that trait • Successful Learner traits will be reinforced through art projects • Think, Pair, Share • Walk to Talk • Explore Time in K/1 class • Project Based Learning 	<ul style="list-style-type: none"> • Mentorship program – secondary • Community Involvement in the School • Environmental Education • Nature Names • Thinking Trees • Nature Notebooks • Craft Making classes • Outdoor Academy visit- guest speakers • Mural Project – Four Seasons in the Forest
What are our plans for this year?	Connect and Engage with Others (to share and develop ideas) <ul style="list-style-type: none"> • Genius Hour • Geek Out Blogs • Design Challenges • Wonder Week • Maker Projects • Problem Based Simulations • ADST kits 	Learning Involves Exploration of one's identity <ul style="list-style-type: none"> • What's in a name project • Hoofprints in History

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

Area of Inquiry (make bold):	Curriculum
Inquiry Team Participants:	Clare Gordon clare.gordon@sd27.bc.ca Audra Peterson audra.peterson@sd27.bc.ca
Scanning Summary:	Through our observations and reflections of last year, we noticed that a couple of students are poorly connected to the school, students, and staff. We worked on this last year, with little success. About 1/3 of the students this year will be new to the school. Additionally, the student leadership core left the school in June 2016 and were replaced by students who lacked the skills to assume the role of leader in positive ways. We plan to use the four questions with all students in September.
Focus Area (Inquiry Question):	Sense of Belonging; Leadership Development
Focus:	Through reflection and conversations we concluded that focusing on these two (related) areas was important as they were foundational for other learning to occur at school. If students are not feeling a strong sense of connectedness to the school and each other and if they are unable to self-regulate appropriately, learning potential will be diminished.
Hunch:	We plan to brainstorm during staff meetings, obstacles and missed opportunities that may be contributing to this need for change.
New Professional Learning:	We intend to explore the use of Genius Hour/Project Time as a way to engage and connect students better.
Taking Action:	<ul style="list-style-type: none"> • We will explore the four questions and analyze student responses • We will learn more about Genius Hour/Project Time and implement • Senior students will be invited to participate in the True North BC Student Leadership Conference in October
Checking (complete in June):	 <p>We had different people ask the four questions in the spring. Upon reading the results, students could have been asked to dig deeper and clarify their answers for the June report. It was difficult to analyze results from the survey since the June responses were pretty vague. We should have had the same person conduct all of the interviews.</p> <p>Project time worked well. Students were invested because they had some say in picking topics. Students loved all of the hands on learning in Science and due to this type of learning, received excellent marks. Almost half of the Intermediate students received As in Science and almost half of the Primary students received Exceeding Expectations. Students loved Applied Design Skills and Technology; especially the kits that came to the schools. The Intermediates were enthralled with the Virtual Reality Goggles! Everyone was really engaged!</p> <p>We started off the year with a School Wide art unit on Fire. Students studied the history of man's relationship with fire. Students even created a late Paleolithic cave art installation.</p>  <p>Our school welcomed a refugee family from Eritrea this February. In order to prepare the students, Angela Hartwick and a few of her friends led us in a workshop on how it feels to be a refugee. The assembly started with a presentation by our students in grades 2-6 on research they have completed on countries located near the horn of Africa.</p> <p>This was followed by a screening of short clips from Ai Weiwei's film, <i>Human Flow</i>. Then we were led through an experiential learning process whereby the students had to decide, if they had to leave their homes and could only take three things, what they would take. They could choose from: a pet, medicine, food, water, a toy, tools, a musical instrument, a motorcycle, clothes, or an electronic device. Students then had to pay (using one of these three items) to get on a boat. All of the students got into a canoe.</p>



Students had another opportunity to showcase their research at a community information session hosted by Lisa and Angela Hartwick at the Tatla Lake Community Centre.

They had to get to a border crossing and pay again. Finally they arrived at a refugee camp, which was set up in the gym, and had to pay with their final possession. Finally, students had to think of one thing that all humans have in common and that we all value. Students wrote these ideas on luggage tags. Some students wrote family and water on their cards. This was an excellent exercise to help the children gain a bit of understanding as to what sorts of things some refugees experience.

Lisa led the audience through a process of looking at different perspectives with regards to the words “inclusion” and “exclusion”.



For the last few weeks of school, the whole Elementary School was involved in a project about creatures that live in tide pools, in preparation for our year end trip to Hakai Institute on Calvert Island. Ms. Gordon used a strategy, Four Corners, which she learned from her ELL (English Language Learners) Inquiry Group. Primary students watched videos, talked with partners, wrote on little whiteboards, wrote in their Journals, and made crafts of a variety of tide pool creatures – sea anemones, sea stars, sea cucumbers, sea urchins, hermit crabs, sand dollars, and barnacles. They made dioramas and glued their creatures into their dioramas. They presented their dioramas to the whole school. Art classes used this theme as well. Students listened to stories about sea creatures in Story and Snack time. The Grade 2 to 6 group researched tide pool creatures, wrote paragraphs, chose photos and made cue cards, and presented their PowerPoint Projects to the whole school. These were the best Power Point Projects that I’ve seen our students produce.

Students knew so much about their topics, they engaged their audience – made eye contact – and really talked about their slides.



We also were involved with an organization called Planet in Focus. We were one of four schools in Northern BC who received a Film Festival from this group. We were sent and watched an 88 minute documentary called Sea of Life – made by a young, Canadian female filmmaker. Inspired by Rob Stewart’s Revolution, young filmmaker Julia Barnes embarks on an epic journey around the world to save the ecosystems we depend on for survival, as we come closer to causing a mass extinction in the oceans. Sea of Life leads audiences through the stunning world of coral reefs into the heart of the environmental movement, meeting passionate scientists, activists and explorers who reveal an enormous

opportunity to rise up and become the heroes the world needs. Our secondary students really enjoyed this film and found it thought provoking.



Our secondary students had two projects in their Socials 10 class. The first was a video game they had to create and the second was an inquiry project about World War Two. Tatla students loved the challenge and spent hours and hours on these projects. They received excellent marks; one student receiving 155% for all the extra effort she put into her project.



I (Clare Gordon) felt honoured to be able to take four students to the BC Student Leadership Conference in Surrey this past October. The Tatla students were excellent ambassadors of our school. They especially enjoyed the community service work they had to do – clean up Crescent Beach in Whiterock. Our students took on the job with gusto and were thrilled being near the ocean. They brought back the enthusiasm from the conference and created a Student Council at our school. The Student Council went on to organize the Remembrance Day ceremony, made morning announcements, and created a Valentine’s assembly, complete with puppet show and school friendship dance.

Reflection (complete in June):

This has been a successful start in implementing the new curriculum. We really enjoyed school wide projects and themes. Students put a lot of effort and met with a lot of success when they were involved with Project Base Learning, so we hope to continue with more of this next year. We probably won’t have any secondary students next year. Our oldest students will be in grade six. I would like to get these students involved in student leadership and use their suggestions to create Spirit Days at school. We will continue to celebrate Student of the Week. It was so nice to hear the students cheer when

	each week a new student was chosen. Students loved getting a certificate and a little stuffy. They felt proud when they were added to our Wall of Fame.
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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

Clare Gordon

PRINCIPAL SIGNATURE: