



**Building Resilient Learners
School Plan
2015-16**

Rec'd Oct. 15/15

Name of School: Big Lake Elementary

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) **DUE DATE: Oct 2015**

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. Literacy Plan
- C. Numeracy (optional)

A1. COMPREHENSIVE SCHOOL HEALTH PLAN

	Physical Environment Healthy Eating	Emotional Environment School Connectedness Sense of Belonging	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are you doing?	<ul style="list-style-type: none"> - BC School Food and Beverage Guidelines with PAC - BC Fruit and Vegetable Snack program - healthy snacks during recess including Thursday Smoothies - "Hot Food" days with healthy choices prepared by PAC -Community Links healthy snack program to provide healthy food choices to students -compost and recycle waste -grow, harvest and eat from a school garden -healthy 'Hot Lunch' day coordinated with Terry Fox Day -Friendship Soup event had all students contributing a healthy ingredient to the soup 	<ul style="list-style-type: none"> - "JADE School" status with the SEEDS program -Amazing Kids program recognizes school spirit and helpfulness, showcasing work in prominent area of school -School wide programs and activities initiated by students e.g. theme days, school dances, and field trips -Multi-grade projects recognizing multi-level classrooms lessening student isolation and increasing acceptance of differences - student leadership roles, e.g. Student Council, Strong Start Helpers, Leadership Program and Leaders in Training Program -Community Christmas Concert -Artists in School at Likely/Horsefly -Identity Day-individual projects on a topic of student passion/pride 	<ul style="list-style-type: none"> - DPA - participation in daily walk 4 days per week -Terry Fox Run -SD 27 Cross Country Run -SD 27 Track and Field -Gary Anaka –brain researcher presentation on raising awareness of the importance of daily physical activity to 'grow' your brain -ensuring healthy food and exercise PLOs are covered in day-plans -Grounded Learning and Mindfulness with Ciel Patenaude – six-90 minute sessions -participating in sports tournaments with other rural schools e.g. Likely, Horsefly -using rural setting for outside learning re: nature walks, weather, bird, insect and plant studies -Health and Career Education: Seven Habits of Happy Kids unit -cultural appreciation -Earth Day Clean up involving the community -school-wide Swim day -Yearend Fun Day at Gavin Lake with outdoor activities 	<ul style="list-style-type: none"> -Supporting an active PAC -disseminating info in School and Community Newsletters -Strong Start support for preschoolers -continue to provide the community oriented events such as Remembrance Day Ceremony, Christmas Concert, Speech Arts presentation -participate in progressive auction at Community Hall (PAC fundraiser) -continue to invite preschoolers to events such as Terry Fox Day, Friendship Soup, picture day, Halloween Activity Afternoon, etc. -fire safety week presentation and truck tour put on by the local BLVFD -hosted Terry Fox Day for Likely school and community members
What are your future plans?	<ul style="list-style-type: none"> -Healthy Food at Artists in Schools presentations -celebrate "litterless" lunch days as a Jade School project -have healthy snacks at Student Council activities and other student-led events and activities -expand the school garden to grow, harvest and eat more variety of vegetables from the school garden 	<ul style="list-style-type: none"> -continue with "Jade School" status working beyond 250 green projects -continue with interschool project painting birds, butterflies, and fish and mounting on fence around school -creating Big Lake Thank You cards from student art -participate in Cariboo Festival Speech Arts -Star of the Week program to celebrate each student throughout the year -yearbook club -snow sculpture contest -Inter-school events with other rural schools, such as Likely and Horsefly schools 	<ul style="list-style-type: none"> -further development and promotion of Positive Action Program -cultural appreciation: spin off from ID Day, celebrating student heritage and culture of family -invite Public Health Nurse to team-teach intermediates about puberty -participating in "Waterwise" programs -gr. 5-7 Children of the Street Society presentation to raise awareness of safety issues using social media -Energy Blast video on Inside Days 	<ul style="list-style-type: none"> -increase participation of Public Health Nurse in school -increase the number of community experts that present to the students -increase number of volunteers on downhill skiing day -invite Public Health Nurse to team-teach intermediates about puberty -school wide participation in First Nations drum making -increase number of community presenters- fisheries, forestry, mining, CRD rep, 4-H leader, Ranchers, rodeo -invite local fire department to assist in fire drill and presentation

A2. HEALTHY SCHOOLS ASSESSMENT (completed - YES)

(Submit once completed for Community LINK funding)

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

Action Research Question	
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B. LITERACY INQUIRY

School-wide Literacy Goal:	To improve the reading skills of all students through a focus on explicit reading instruction.
Evidence Based Rationale:	Staff have noticed that many students struggle with comprehension and attitude. Current research (Allington) has indicated that explicit instruction in reading improves students' reading skills. Staff note that when attitudes are positive towards reading, student reading skills improve.

Grade(s)	Literacy Area	Strategy	Assessment Method
K-7	reading fluency, main idea	-school wide daily reading time with focus on use of a specific reading strategy -school wide daily reading for enjoyment -Daily 5 framework -Patrick Allen's daily conferencing -CAFÉ assessment strategies and goals -Content includes Adrienne Gear Reading Power/Lucy Calkins' resources -A/B Partner Talk, read alouds to model strategy -Tumblebooks, Buddy reading, Home Reading logs	-running records -performance standards -classroom observations -conferencing observations and student self-assessments -student initiated goals -PM Benchmarks Gr 1-4 -Alberta Reading Diagnostic Gr 5-7 -home reading logs -daily work

Action Research Question	To what extent will our students' reading skills improve if staff demonstrates an explicit focus on current reading instruction practices?
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Assessment Method	-Gr 1-4 PM Benchmarks - Gr 5-7-Alberta Reading Diagnostic -includes running records, performance standards, classroom observations, conferencing observations and student self-assessments along with student initiated goals -home reading logs -daily work
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C. NUMERACY INQUIRY (OPTIONAL)

Numeracy Goal:	To ensure that Gr 1-3 students have confidence and competence with their addition/subtraction facts. To ensure that Gr 4-7 students have confidence and competence with their multiplication/division facts.
Evidence Based Rationale:	Staff have noticed that students who struggle with basic facts, continue to struggle in other areas of math.

Grade(s)	Numeracy Area	Strategy	Assessment Method
1-3	Addition/subtraction basic facts	-daily practice, oral language, AB Partner talk -guided math stations involving 'hands-on' activities, Teacher Time, journaling, reflect/talk/explain activities, and games	-weekly math checks -Vancouver Island Diagnostic Math Test (Gr 3) -Math Profile Assessment Gr 2 -observations from Teacher Time-rotated through on a daily basis -daily work
4-7	Multiplication/division basic facts	-daily practice, oral language, AB Partner talk -math journals -games -'hands-on' activities	-bi-weekly quizzes -Vancouver Island Diagnostic Math Test -daily work -teacher observations

Action Research Question	In what ways will a varied approach to teaching basic facts (reflect/talk/explain, journaling, 'hands-on' activities regular math checks/quizzes) improve our students' skills and metacognition awareness?
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Assessment Method	-bi-weekly quizzes and weekly math checks -Vancouver Island Diagnostic Math Test (Gr 3-7) -Math Profile Assessment Gr 2 -daily work -self-evaluation -journal work -teacher observation
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For clarification regarding **Comprehensive School Health Plan**, please contact Silvia Seibert-Dubray at silvia.dubray@sd27.bc.ca or phone: 250-398- 3855.

For clarification regarding the **Inquiry Process**, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842 or Jerome Beauchamp at jerome.beauchamp@sd27.bc.ca or phone: 250-392-3835.

PRINCIPAL SIGNATURE
Jill Kurki

TEACHER SIGNATURE
Celina Parkin

AIDE SIGNATURE
Kim Benisch

PARENT SIGNATURE
Marlo McKinnon
PAC Chair

PARENT SIGNATURE

PARENT SIGNATURE