



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

Name of School: **Horsefly Elementary Junior Secondary**

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca)

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	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are you doing?	<p>Physical environment</p> <ul style="list-style-type: none"> • Well maintained • Clean and inviting • Repairs to parking lot • Repairs to windows • Potholes in field filled, grass is being seeded • Dangerous limbs overhanging playground need to be removed (yearly) • Bulletin boards are colourful and showcase student work samples • Student of the Week Board • Colourful vibrant learning spaces • Health and Safety building inspections (Monthly) <p>Healthy Eating</p> <ul style="list-style-type: none"> • Farm 2 School (Fridays) • Fruits and Veggies Program (Monthly) • Smoothie Program (Weekly) • Provide healthy snacks or breakfast for vulnerable students • Nutrition instruction during senior Foods program • Nutrition instruction during personal planning • BC Milk Program 	<ul style="list-style-type: none"> • Whole School Collaboration - monthly • Student Council • Intramurals • Theme Days • Field Trips to District events such as Cross Country Run • PBS Program (BUZZ) cards • Extra-Curricular activities (volleyball, indoor soccer, badminton etc.) (Sports Club/Fit Club) • Back to School BBQ • Weekly assemblies with celebration of students at forefront-“Student of the Week” • School Info and Celebration Board-Birthday Board • “5 Great Things” • Yearbook Club • Staff awareness of children’s home life • Many supports (counselor, Speech and Language, Itinerant Learning Support/ELL) • Artists in Schools • Stream of Dreams • School Wide activities – (Halloween craft, Christmas dinner made by seniors for entire school, Kris Kringle (Secret Santa), Speech Arts 	<ul style="list-style-type: none"> • CARE Kit • I-Minds curriculum based on drug and alcohol prevention, risk taking and preventative youth injury lessons • Mind Up – brain function awareness/self regulation • Built in time for teacher collaboration on best teaching practices (PLC) • Daily PE classes for all divisions • PLC • Community experts to come and support • Stream of Dreams • DPA • Community Health Nurse (Lynn) teaching Anaphylaxis training; Sandy Silkstone teaching Diabetes training 	<ul style="list-style-type: none"> • Community experts come in to assist in teaching some elective pieces • Farm 2 School volunteers run the lunch program • School communicates with parents and community through newsletters sent home, and posted in community location • School website with classroom pages • Communicate special events and celebration of student achievement through the BUZZ (local newspaper) • Community Health Nurse (Lyn) • RCMP liaisons come out to do “Lockdown Drill”, Remembrance ceremony, Bike Safety, Stranger Danger Program.

What are your future plans?	Physical environment <ul style="list-style-type: none"> • Revamping and cleaning Mechanics and Woodwork spaces (ongoing) • Improvement to field conditions (ongoing) • Building painted • Look into granting opportunities "Buddy Bench" • Plans for composting Healthy Eating <ul style="list-style-type: none"> • Health promotion: Encouraging students to make healthy food choices when visiting store (senior students) • Healthy food concessions when hosting events (ongoing) • Building a Greenhouse in the Spring to house veggies for Farm 2 School program and using our compost soil from our recycling program (still thinking through logistics) • Horticulture (?) Outdoor Ed. 	<ul style="list-style-type: none"> • Gavin Lake camp for intermediates • Retreat for Student Council team building • Rural Secondary program involvement for high school students (feel like a part of bigger high school making connections) • Rural school trips for tournaments and learning experiences • Positive Action program 	<ul style="list-style-type: none"> • "Green Team" reducing and recycling • Rural Secondary Program in which students have individual/specialized teachers for the 4 academic courses • School Wide Write • Professionals to come in and discuss careers • Incorporating place-based learning (Salmon festival, outdoor ed.) • Outdoor Education • Incorporating Daily 5 • Guided math • Shakeout Drill 	<ul style="list-style-type: none"> • Primary newsletters to better inform parents of what's happening at school • Classroom photo blogs on school website
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A2. HEALTHY SCHOOLS ASSESSMENT (completed
 (Submit once completed for Community LINK funding)

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

Action Research Question	Outdoor Ed. – "Place-based learning" (January cohort)
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B. LITERACY INQUIRY

School-wide Literacy Goal:	Teaching pre-literacy skills including phonemic awareness to improve overall literacy of our K-4 students to become (grade level) readers. (K-4) To improve students' powerful and expressive language in personal writing with the goal of cross-curricular transfer of skills. (5-7)		
Evidence Based Rationale:	Informal and formal observation, report card statements, as well as Spring and Fall (2015) School Wide Write data.		
Grade(s)	Literacy Area	Looking at:	Assessment Method
K-4	Reading	<ul style="list-style-type: none"> - Pre-literacy skills - Phonemic awareness when does this end - Letter sounds - Focus on oral and independent reading - How words come together - Sight words/back to basic - Rhyming spelling words - Context skills 	<ul style="list-style-type: none"> - Conferencing - Teacher-made reading assessment - Words Their Way - PM Benchmarks - Formal and informal observation - Reading recovery pre-assessment strategies
5-7	Writing	<ul style="list-style-type: none"> - Word families/Affixes - Engagement - Descriptive writing, word choice - Word choice across curriculum areas - Developing a personal voice 	<ul style="list-style-type: none"> - Performance standards (quick scales) - Conferencing - Formal and informal observation in cross-curricular areas - Words Their Way

			<ul style="list-style-type: none"> - Teacher developed rubrics - Learning portfolios - Weekly writing log
Action Research Question	<p>Will teaching pre-literacy skills including phonemic awareness improve overall literacy of our K-4 students to become (grade level) readers? (K-4)</p> <p>Will the use of Daily 5 structure and teaching strategies and/or conferencing improve students' powerful and expressive language in personal writing with the goal of cross-curricular transfer of skills? (5-7)</p>		
Assessment Method	Combination		

C. NUMERACY INQUIRY (OPTIONAL)

Numeracy Goal:		Guided math investigation and implementation. *Not an active inquiry, just exploration.	
Evidence Based Rationale:			
Grade(s)	Numeracy Area	Strategy	Assessment Method
K-2	Numeracy	Incorporating guided math strategies into present math program	
3-5	Numeracy	Incorporating guided math strategies into present math program In the first year SD27 guided math cohort	
Action Research Question			
Assessment Method			