



Building Resilient Learners School Plan 2016/17

Name of School: Anahim Lake Elementary and Junior Secondary

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) and Rayna Carpenter (rayna.carpenter@sd27.bc.ca)

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?	Support from Breakfast Club of Canada, Breakfast/Snack and Lunch program, BC Fruit and Veg. program.	Identity Day, Daily personal/morning greetings, Students of the Month, Thanksgiving Lunch, 10 Good Things to Talk about Monthly newsletter.	Terry Fox Run, Early morning Energy, Mud Bowl, Sports Day, Career Employment Program (when offered).	RCMP involvement with school events, Newsletters, PAC, Parent-Teacher Conferences, etc.
What are our future plans?	Improved menu through increased support from Breakfast Club of Canada (transport, bulk buys, etc.), set 2 week meal schedule, improved communication with parents regarding healthy food choices at home.	Special Bulletin Board devoted to special announcements, Birthday announcements, Making bigger deals of special occasions (Halloween, etc.).	Getting as many outside professionals to run programming for youth as possible (Youth Co, etc.). Staff will be encouraged to pursue Pro D related to encouraging increased student health	Facebook Page to post school information, Class websites to foster communication regarding school functions (Christmas Concert, etc.), The Real Game,

A2. HEALTHY SCHOOLS ASSESSMENT (completed Y)

(Submit once completed to Rayna Carpenter (rayna.carpenter@sd27.bc.ca) for CommunityLINK funding)

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

Inquiry Question:	
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B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.	CI days attended by all teaching staff, All competencies embedded into current lesson planning.	All students receive Carrier Language and Culture class, local FN knowledge embedded into lesson planning. We celebrate Aboriginal Day.
What are our plans for this year?	Our focus will be specifically on Social Responsibility. The importance of civic duties such as voting, volunteering and preserving our natural environment will be emphasized.	Building on relationships with Ulkatcho First Nation and Nagwuntl'oo School, attempting to get elders into classrooms. Teaching of Residential School Curriculum (FNESC), Special Language Project.

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

Area of Inquiry (make bold):	Literacy
Inquiry Team Participants:	Dylan Walsh, Tania Murray, Amanda Palmer, and Lorena Sohljell.
Evidence Based Rationale:	To improve every student's reading fluency and comprehension. Our students are plagued by a combination of poor fluency and/or comprehension. Fluency and comprehension will be benchmarked using 6 minute solution, Read Well and PM benchmarking. Students requiring extra help with reading comprehension, etc. will receive reading intervention small group instruction from Lorena.
Goal:	To improve both the reading fluency and reading comprehension of our students (K-10).
Inquiry Question:	To what extent will implementing regular assessments of reading fluency and reading comprehension improve both reading fluency and reading comprehension?
Success Criteria:	Progression in assessment scores for ALL students (reading fluency and comprehension).
Assessment Plan:	Students will be assessed at the beginning, midpoint and end of the year. The aim being to document progression and to insert personal interventions if needed.
Focus for Teacher Learning:	Primarily ELA and any other cross curricular links where applicable.
Analysis:	TBA.

Reflection:	Reflection will be a daily part of our practice.
Next Steps:	

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

PRINCIPAL SIGNATURE: