



**Building Resilient Learners
School Plan
2016/17**

Name of School: **Big Lake**

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?	<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 -healthy 'Hot Lunch' day coordinated with most special events/fieldtrips -Friendship Soup event had all students contributing a healthy ingredient to the soup 	<ul style="list-style-type: none"> -Wall of Fame -multi-aged playground games - "JADE School" status with the SEEDS program -Amazing Kids program -School wide programs and activities initiated by Leadership students -Multi-grade projects - numerous student leadership roles -monthly special events such as: Terry Fox, Friendship Stew, Heritage Day, Remembrance Day, PAC Auction, PLC events, Halloween, Community Christmas Concert, etc. -Artists in School 	<ul style="list-style-type: none"> -Heritage Day - DPA -Terry Fox Run -SD 27 Cross Country Run -SD 27 Track and Field -Grounded Learning and Mindfulness - outside learning - Seven Habits of Happy Kids unit -WITS program -Action Schools -Earth Day Clean -Scout Island programs -Gavin winter camp fro intermediates -local Farm day for primaries -Yearend Fun Day at Gavin Lake -school-wide Swim day -PLC with Likely and Lac La Hache 	<ul style="list-style-type: none"> -school wide participation in First Nations programing -fire safety week with local fire department -monthly special events such as: Terry Fox, Heritage Day, Remembrance Day, PAC Auction, PLC events, Community Christmas Concert -active PAC -School section in the Community Newsletters -Strong Start support for preschoolers -Progressive Auction (PAC fundraiser) - preschooler inclusion in events: Terry Fox Day, Friendship Stew, picture day, Halloween Activity Afternoon, etc. -Terry Fox Day and Sports Day with Likely school and community members
What are our future plans?	<ul style="list-style-type: none"> -expand the school garden -outdoor learning area -playground improvements -grow, harvest and eat from a school garden 	<ul style="list-style-type: none"> -continue with "Jade School" green projects -creating Big Lake Thank You cards from student art -Cariboo Festival Speech Arts -Star of the Week program -continue with Leadership and Yearbook club 	<ul style="list-style-type: none"> -further development and promotion of Positive Action Program -invite Public Health Nurse to team-teach intermediates about puberty -participating in "Water Wise" programs 	<ul style="list-style-type: none"> -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 -investigate 'trail building' opportunities/grants with CRD

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(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.	<ul style="list-style-type: none"> -ownership of learning goals and self assessment is embedded in all frameworks of curriculum programing to connect to the <u>Core Competencies</u> -<u>Personal Responsibility</u>-yearly focus building and contributing to a learning community and more 	<ul style="list-style-type: none"> -ownership of learning goals and self assessment is embedded in all frameworks of curriculum programing which includes all of the Ab. Perspectives except " Learning Recognizes the role of indigenous knowledge"

	specifically: Seven Habits Happy Kids as well as WITS program Positive Personal and Cultural Identity- Heritage Day, Amazing Kids program, ‘Ask Me’ parent communication program, learning goals and self assessment is embedded in all frameworks of curriculum Creative Thinking – Leadership, Dramatic Play, drama, Christmas Play, Speech Arts, project based learning, multi-grade classrooms and playground, ADST activities Communication Critical Thinking & Problem Solving- learning goals and self assessment is embedded in all frameworks of curriculum, multi-grade classrooms and playground, project based learning, ADST activities	-First Nations program will specifically address the perspective: “ Learning Recognizes the role of indigenous knowledge”
What are our plans for this year?	All above	All above

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:	Big Lake, Likely, Lac La Hache Schools
Evidence Based Rationale:	Students are not meeting grade level expectations for reading and writing
Goal:	To improve literacy skills by modeling the connection between reading and writing
Inquiry Question:	To what extent will linking reading and writing skills improve student literacy skills in the multi-grade classroom?
Success Criteria:	Increase engagement , independence and ownership of literacy skills , use of proper language in evidence of learning, accurate self-assessments
Assessment Plan:	Self assessments, conference notes, observations, growth in MOVE rubric assessment, SWW, PM benchmarks, Alberta Diagnostic, Whole Class read assessment
Focus for Teacher Learning:	<u>What’s Next for this Beginning Writer</u> and Adrienne Gear’s <u>Reading and Writing Power</u>
Analysis:	Using Adrienne Gear Reading and Writing Powers strategies as well as implicitly teaching through mentor text and anchor books, we saw improvement in literacy skills and transference to greater independence in our students. Evidence of this includes an increase in written output and employment of strategies within writing by engaging readers through detail. Students show more confidence and engagement in the reading and writing process. For example, when teaching visualization, students were able to include vocabulary to allow the reader of their written work to visualize what they were trying to convey.
Reflection:	The time that it takes to teach the reading and writing strategies is a slower process than what we originally thought but the product is a richer learning experience. It was very powerful for the students to recognize themselves as authors, which helped increase their desire to write. Students found it easier to grasp the reading strategies, but the writing strategies proved to be more complex for them. The Daily 5 and CAFÉ framework allowed for individualized instruction and conferencing in the multi grade classroom. The model of PLC classroom sharing and opening up our teaching practices with authentic classroom lessons, really improved our personal practice and understanding. This lead to rich discussions and collaboration within our PLC.
Next Steps:	We would like to move towards including the Non Fiction Reading and Writing strategies in the Language Arts program. It would be good to consider more cross curricular opportunities and inquiry projects. We would also like to revive the MOVE framework.

Area of Inquiry (make bold):	Numeracy
Inquiry Team Participants:	Big Lake, Likely, Lac La Hache Schools
Evidence Based Rationale:	Students involved in accurate self assessments will have increased engagement in Math and indirectly improve their Math skills and attitudes
Goal:	To improve self assessment skills by implementing I Can...statements and Fresh Grade : a digital interactive portfolio
Inquiry Question:	To what extent will using I Can.. Statements and Fresh Grade within the framework of Guided Math improve student self assessment and ultimately improve ownership of their learning.
Success Criteria:	Increased ability to explain learning and terminology, increase engagement and positive attitudes (mathematical mind set), independence and ownership of math skills , use of proper language in evidence of learning, accurate self-assessments
Assessment Plan:	Observation of accuracy/quality of comments made by students on Fresh Grade, accuracy of evidence of learning posted on Fresh Grade, observations terminology used and attitudes towards Math,
Focus for Teacher Learning:	Learning Standards for each grade level translated into ‘kid-friendly’ I Can ..Statements, Fresh Grade, #Talks book /activities
Analysis:	The Guided Math framework continues to allow for more individualized instruction (use of ‘kid-friendly’ I Can ..Statements) in the multi-grade class. Students are self-assessing more and overall more engaged in Math. Students enjoy rotating through the framework (Math with a Teacher, Independent, Technology and math games/partner math.) Students can move through the framework independently, while participating in meaningful Math activities. In our professional opinions – GM is the only way to successfully teach Math in the multi-grade classroom. See reflection for further evidence.
Reflection:	Too many “I can” statements linked to the content or math strands were overwhelming, which led to challenges with long term use of Freshgrade. Initial implementation was successful and students were engaged in the process, while using more Math language and self-assessing. However, the sheer amount of “I can” statements were cumbersome. Next steps, could be to use the curricular competencies in Freshgrade. For example: I can use mental math.... I can estimate reasonably etc. The use of “I can” statements within the GM framework had a positive effect on student ownership, self-assessment, and

	<p>independence. For example, students at Big Lake would refer to the I can statement to assess and enhance their learning. They noticed areas where they needed more practice and adapted their choices based on their individual needs and goals.</p> <p>All schools dabbled with the use of Number Talks to expand Math vocabulary and build mental Math and computational skills. Verbalizing math helped students to visualize the fluidity of numbers and see that there are many ways or strategies to solve a Math problem. Number Talks showed making mistakes and working through a problem is a powerful process. The misconceptions can drive instruction. In terms of our learning, we need to practice more with facilitating Number Talks and encouraging Math language between students.</p>
<p>Next Steps:</p>	<p>Continue to explore Freshgrade within the GM framework. Professional opportunities for authentic use of Freshgrade in classrooms/schools (out of district).</p> <p>Consider the curricular competencies, rather than content. To use more generalized “I can” statements that express curricular competencies and apply them year-round across all strands. Continue to model and provide opportunities</p>

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: