



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

Name of School: **Cataline Elementary School**

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?	*Lunches for kids without *School Fruit/Veg/Milk Nutritional Program *Afternoon Snack Program *Food Fridays	*Assemblies *PBS-Caught Ya Draws *Students of the Month *School Job Program *Buddy Time	*Jump Rope for Heart *Terry Fox Run *Swimming lessons and Swim to Survive *Sports programming *Intergenerational Program	*Meet the Teacher *Newsletters *Big Brothers/Big Sisters Mentorship Program *Strong Start *Roots of Empathy *Streets of Learning Winter Showcase *Concerts *Spring Music Showcase
What are our future plans?	*Breakfast Program *School-wide initiative to promote healthy eating	*Welcoming our aboriginal students, staff, and parents at assemblies and in our newsletter	*School-wide DPA that happens regularly *School-wide Genius Hour/Inquiry model	*Parent Experts/Volunteers to come in to classrooms and teach students about their particular expertise

A2. HEALTHY SCHOOLS ASSESSMENT (completed x)

(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:	Intergeneration Program -Will using a gradual release model to build buddy activities between seniors and students assist in creating a supportive environment where students support students in their learning? Results: Mr. Dickens uses the Grade 6 to 8 Social Responsibility Performance Standards to measure where students are at the beginning of the year to where they end.
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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.	<p>Caught 'Ya' Program/ Students of the Month: Communication – (connect and engage with others) -- Students will be recognized in class for being kind, diligent, helpful, polite, encouraging, responsible, cooperative, involved, friendly and for being a leader or a problem solver. Students will be recognized in the morning announcements and in the school newsletter. Students of the month will be recognized in class and at the monthly assemblies. 2 students will be recognized each month from every class.</p> <p>Thinking: --(generating ideas) We will be using the Cataline ROARS PBS model to receive a Caught 'Ya' card or be recognized as student of the month.</p> <p>Personal and Social: --(relationships and cultural contexts, personal strengths and abilities, and personal values and choices) We want students to have a positive self-identity when they are being recognized for doing great things in Cataline school and we want students to be able to recognize these qualities in their peers. Adults in the school will be providing positive reinforcement for great behaviour.</p>	<p>Assemblies that welcome aboriginal peoples. Using the Shuswap language in our weekly newsletters and morning announcements. Utilizing our aboriginal community experts to bring aboriginal perspectives into our classrooms.</p>

What are our plans for this year?	<p>We met as a staff and redesigned the PBS Caught 'Ya' program to be more inclusive and streamlined for students and staff.</p> <p>As a staff we are meeting to redesign our ROARS (respect, ownership, acceptance, responsibility and safety) School-Wide Expectations. We have met 3 times already and this will be an ongoing process as we want our school PBS rubric to be student-friendly and easy to follow.</p>	Look at bringing in aboriginal community experts to share knowledge with students and staff.
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C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)
Primary PLC

Area of Inquiry (make bold):	Curriculum Inquiry
Inquiry Team Participants:	Primary Classroom Teachers/Cataline Primary Team
Evidence Based Rationale:	Students have a lack of cultural awareness and appreciation, anecdotal evidence.
Goal:	To foster the growth of Global Citizens
Inquiry Question:	What would happen if we intentionally incorporate aboriginal world views and perspectives in the classroom?
Success Criteria:	<ul style="list-style-type: none"> • Students showing an interest in other cultures • Students showing age appropriate appreciation for other cultures • An increased connection to each other • An increased connection to the land (environment) • Students making references to their cultural learning
Assessment Plan:	Attitude Survey Baseline and Culminating Attitude Survey
Focus for Teacher Learning:	<ul style="list-style-type: none"> • First Nations Stories • First Nations Principles of Learning
Analysis:	<p>What happened when we intentionally incorporated aboriginal world views and perspectives in the classroom was that:</p> <ul style="list-style-type: none"> - Students were more connected to stories with legends - Students who were normally dis-engaged became more interested - Some students made connections when we used materials including things they knew about (ie. pow wow, dip netting – fishing) - The stories that were legends led kids to naturally question and theorize about the story and ask “why” - Younger classes and a particular class with predominantly First Nations students seemed to find no issues with students connecting to the FN stories, however in an older student small group setting it took most of the year for them to feel comfortable to talk about their personal connections to the FN literature presented. In this case it seemed that they didn't want to be singled out <p>So as a result of this engagement and connectedness we found that because of the different books we utilized, students met the criteria for success.</p>
Reflection:	<p>We have tried to raise the level of exposure of a culture through books, materials, conversations etc. So while attempting to raise individual pride/identity in one's own culture, at the same time we are trying to raise the level of exposure to and provide for opportunities of inclusion of another culture as well. We are beginning to reconcile the past wrong doings by intentionally acknowledging the First Nation's culture as forefront as our own "culture" is.</p> <p>In the end, we found that we were really just getting started. It took a good portion of our time to go through and find age appropriate and acceptable resources to read to our kids. Also, we had a lot of discussion on narrowing down whether it was the FN principles of learning or FN cultural stories that we use in our classroom. We decided that it was a bit of both. However, we felt that because the FN peoples have been culturally repressed it is going to take time and will be a slow process. We feel the work we did this year is really important and we need to have cultural exposure so over time students develop pride in their culture individually. The more exposure, the more acceptance there will be. We also feel that if there was a more school wide approach like FN presenters, classroom guests, and even signage in our hallways there would be more pride for each students' individual culture. Another difficulty was knowing that traditional and contemporary FN culture can be quite different. It was challenging to know what part of traditional culture was still valid in today's practices.</p> <p>So what to do for next year? We will continue to be intentional as individual teachers and as a school as a whole by including a standing item on the staff meeting agenda. This might bring up areas for discussion, resource sharing and more possibilities for school wide presenters. Lastly, because the FN Principles are quite global we feel that it is appropriate to approach them at a school wide level.</p>
Next Steps:	Jennifer Hansen, Primary PLC Coordinator

Intermediate PLC

Area of Inquiry (make bold):	Curriculum Inquiry
Inquiry Team Participants:	Intermediate Classroom Teachers/ Cataline Intermediate Team
Evidence Based Rationale:	<p>Anecdotal:</p> <ul style="list-style-type: none"> • Lack of empathy for self and others • Lack of respect and responsibility • Don't have a deep understanding of being a global citizen • Don't see the connections between themselves and their community and the Earth around them
Goal:	To foster the growth of Global Citizens
Inquiry Question:	To what extent does developing a sense of belonging improve my students' well-being?

Success Criteria:	<ul style="list-style-type: none"> • More proactive in their own lives • Positive outlook of life • Students caring for to others and their needs • Students take initiative to help others and pass on the knowledge they have learned • Students have better problem solving skills • Students develop more positive relationships with others • Students have more self-respect for themselves, others, and their environment • Students are encouraged to take more appropriate risks • Persevere and be more reflective
Assessment Plan:	Student Survey
Focus for Teacher Learning:	<ul style="list-style-type: none"> • First Peoples Principles of Learning • Growth Mindset • Spiral of Inquiry • The Spiral Playbook
Analysis:	<p>By focusing on developing a sense of belonging with our students, we feel that it has greatly improved our students' wellbeing. At the beginning of this process the teachers got together that discussed what really was going on for our learners. We talked about important characteristics that support a students' learning and the importance of feeling safe and connected to the school and the community of people around them every day. The teachers felt that there was lack of empathy for self and others, lack of respect and responsibility, that they didn't have a deep understanding of being a global citizen, and didn't see the connections between themselves and their community and earth around them. The teachers also felt it was important to hear from the voice of the student and created a survey that we could gather some important information from how the student was feeling. We created this survey in a way so that we could understand the needs of the student. Our survey was adapted from the 4 Key Questions For Learning from the "The Spirals of Inquiry". (Refer to copy of "Student Sense of Belonging Survey")</p> <p><u>Results from first Student Sense of Belonging Survey (Feb 2017):</u> Students wished:</p> <ul style="list-style-type: none"> • they had more friends • that there was more outside activities <ul style="list-style-type: none"> - sidewalk games, handclapping games, skipping, equipment sign-out • there was more opportunity for art • there were more clubs they could join <ul style="list-style-type: none"> - jewelry club, art club, card making club, knitting club, cards/games club, poster club • there were more jobs around the school <p>So from the information that we gathered from the student survey we created a proposal idea for "Choices".</p> <p><u>Choices:</u> We want to try and organize a "Choices" day one afternoon a month.</p> <ul style="list-style-type: none"> - Students will be able to choose an activity to participate in - We would invite Teachers, Non-Enrolling Teachers, EA's, PAC Members to help teach an activity of their choice or expertise.
Reflection:	<p>From focusing on increasing sense of belonging within our school this year, we feel like the students feel more involved and really enjoy being here at Cataline. As teachers, we've learned that giving students the opportunity to have a "choice" in their learning helps them they feel more connected to the school. It also shows them that we value their opinions and care about how connected they feel to the school community. Students feel more important and that they belong when they are a part of a group that they chose to be a part of. The empathy that was displayed, during this time of working collaboratively with a smaller group on an area of common interest, was overwhelming! We feel that this type of hands on learning is a valuable way of learning and meets many of the Core Competencies, Applied Skills and Designs, and First Principles of Learning.</p> <p>We hope to continue with Choice's next year because we know how much the students and teachers both enjoyed this time. We know it's a valuable time for kids to learn in a unique setting amongst a group of people who enjoy similar activities!</p>
Next Steps:	Carol Anne Dikur, Intermediate PLC Coordinator

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: John Silkstone