



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

Name of School: Forest Grove Elementary

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

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness</b>	<b>Teaching and Learning Curriculum - Health, Career and Physical Activity</b>	<b>Parent &amp; Community Partnerships</b>
<b>What are we doing?</b>	-Healthy breakfast and smoothie program (three times a week) -Hot lunch program (twice a month minimum) -Fruit and vegetable program -Milk program	-Daily personal greetings by teachers and staff -Monthly recognition assemblies - Sharing time in classrooms -Orange Shirt Day -Anti Bullying Day (Pink Shirt Day)	-PE -Terry Fox Run -Inter School Sports -Small school Jamborees and tournaments -Rock & Rings Program -Skating at Canlan -Fire Prevention week -Fire department presentations and fire chief of the day - Drug & Alcohol Prevention with RCMP and Public Health -Grade 7 students attending the Career fair at PSO -The fitness trail	-Using planners for home/school communication -CPAC group - Strong Start invited to most events and spirit days -Local author visits -Reading with Floyd -Reading with Friends -Community Christmas Concert -Community Donations Liu Xin- Canada Children Lunch Foundation -Reading with Floyd (the dog)
<b>What are our future plans?</b>	-Getting benches or picnic tables in back area -Decorating fences with salmon -Knit bomb the front fences -Plant trees around school -possibly adding benches and flower planters around the school -Bird nests -School wide art project (welcoming sign for school) -Continuing to make our school look like a campus -Exercise equipment outside	-School wide art project -Planting trees around the school as a group -Recognition (5 great things on a weekly and/or monthly basis) -School website -Positive action cards for prizes at end of week -Zones of regulation-Mind up on a school wide level -Spirit Days (once a month-we have included this in the schedule to make sure they happen)	-Career Day & Sharing Having students create a write up for what they might want to do for career when they are older. Research the job and list the goals they would have to achieve to reach their goal -Extend invitations to guest speakers representing different careers. -Career Fair	-Community participation in special events -Reading with friends (community members) -encourage community support -participation of community experts to assist in school health initiatives -involve community in school wide art project -Do more things with Aliza Archie

**A2. HEALTHY SCHOOLS ASSESSMENT** (completed )

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

**A3. HEALTHY SCHOOLS NETWORK** (optional: inquiry) [www.healthyschoolsnetwork.ca/](http://www.healthyschoolsnetwork.ca/)

<b>Inquiry Question:</b>	
--------------------------	--

**B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES**

	<b>Core Competencies</b>	<b>Aboriginal Perspectives</b>
<b>Examples of what we are already doing to embed these.</b>	-Went to 100 Mile Elementary for new curriculum training -Communication, thinking (knowledge skills, critical thinking): these are areas that have been implemented into lesson planning	-Salmon life cycles -Had local First Nations author in (Willie Sellars: Dipnetting with dad)
<b>What are our plans for this year?</b>	Our main goal is to work on social responsibility. Specifically, we are planning on working on social and emotional health. Each teacher is going to focus on	-We will try and get some guest speakers into the school from local First Nations (Canim Lake Band-Shushwap)

	<p>different aspects involved with improving social and emotional health:</p> <p>k-2 classroom (Ms. Reed): Self-regulation</p> <p>Grade 2-4 class (Ms Dahl and Ms. Eyer): Mind up/Zones of Regulation</p> <p>Grade 5-7 class (Ms. Tunnacliffe and Ms. Tortenson): Mind up</p>	<p>-Will try and do more activities with local band school in Canim Lake</p> <p>-We will do more on Nat'l Aboriginal day such as do projects related to First People's, gallery walk in gym, feast and guest speaker.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

<b>Area of Inquiry (make bold):</b>	<i>Literacy</i>
<b>Inquiry Team Participants:</b>	<b>Kerry Tunnacliffe, Peggy Reid, Mikel Brogan, Jenny Dahl, Jillian Eyer, Sarah Tortenson</b>
<b>Evidence Based Rationale:</b>	<b>To attempt to improve every child's reading and writing skills</b>
<b>Goal:</b>	<b>To improve individual reading and writing skills</b>
<b>Inquiry Question:</b>	<b>How does individual assessment drive students reading and writing progress?</b>
<b>Success Criteria:</b>	<b>When ALL students have demonstrated improvement in their reading and writing</b>
<b>Assessment Plan:</b>	<b>Group assessment (full day-3 times a year) around school wide writes times.</b>
<b>Focus for Teacher Learning:</b>	<b>Language arts in reading and writing assessment on the learning continuum</b>
<b>Analysis: (Assessment Plan-what changes did they notice-what growth)</b>	<p><b>In regards to writing: We have noticed that now that our teaching is directed to students identified weaknesses that the output of writing has noticeably increased across the board. All teachers emphatically reiterated this point that they have noticed this.</b></p> <p><b>Reading: teachers have truly now noticed where students are at in their reading levels. This has had noticeable benefits it student reading progress.</b></p>
<b>Reflection: (How it went?) Anything they want to say. What else would you want people to know about the inquiry that does not show up in other parts of the plan such as the process? Some insights.etc</b>	<p><b>We found this process kind of rushed. In regards to when we do collaborative assessment, we unequivocally need more time. Especially if we are going to do this with both reading and writing. Not to mention that our school population has grown. In order to do proper assessment, conferencing, tallying, charting and to do this with quality, we need at least two days per write in the future.</b></p>
<b>Next Steps: (What are going to do and take this further next year. OR we will continue this next year but will do something different next year.</b>	<p><b>We would like to do this again next year. However, we would like to do two days per collaborative assessment periods.</b></p>

For clarification regarding **Part A**, please contact Silvia Dubray at: [silvia.dubray@sd27.bc.ca](mailto: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](mailto: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](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

\_\_\_\_\_  
PRINCIPAL SIGNATURE: