



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

Name of School: Horse Lake Elementary

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?	Breakfast for Learning -Fruit and Vegetable Program -Healthy food choices in concession -Garden upkeep -Playground area is excellent for students to be able to explore. -BC SFVNP + Milk -Hot Lunch program (1 per week)	-student council -leadership -intramural teams -Buddy activities -monthly recognition assemblies - display work in hall -examine using Mind Up in classes -Zones of Regulation	-Daily P.E. -extra-curricular sports -skating program -cross country ski program -EDUCO – Gr. 7 - Erase Bullying - Care Kit -Drug and alcohol awareness with grade 7's - DARE with grade 5's	-Christmas concert -PAC/SPC meetings -parent volunteers Parent Run activities: -Book Fair -Christmas store - Hot lunch Program Lone Butte Fire Dept -Fire Prevention -RCMP school visits
What are our future plans?	-outdoor classroom	-install another glass cabinet to showcase student work	-revamp out ski program by partnering with 100 Mile Nordics (kids receive coaching and get to use trail system & new equip)	-have local First Nations people come to the school more often to share their knowledge of aboriginal culture

A2. HEALTHY SCHOOLS ASSESSMENT (completed - Yes)

(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.	-communicating with and sharing ideas with peers -	-focus on outdoor education and place based learning -teach to the whole person (social-emotional awareness and self-regulation strategies) -food programs / tracking unit /
What are our plans for this year?	-more option in how students can demonstrate their learning (more project and meaningful audience experiences) -teachers will focus on one core competency per term and share ideas / what is working with their kids in PLC groups -use questions from Spirals of Inquiry to guide learning and teaching	-school wide seasonal round for inquiry -whole school use of the Seasonal Round resource guide and PLC teams for teacher support -students will identify what they do in the various seasons throughout the year / what is important to them and make personal connections to tradition First Nations values, beliefs, activities during the year. -include families in learning opportunities

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

Area of Inquiry (make bold):	Curriculum
Inquiry Team Participants:	All teachers
Evidence Based Rationale:	When students feel connected to their community/environment/land they are better able to learn and achieve success. It is a starting place for teachers to be purposeful in teaching the First Nations Principals of Learning in their classrooms.
Goal:	For students to gain a strong sense of self in their learning and connection to their community through fostering a connection between themselves and land and to local First Nations history and culture.
Inquiry Question:	How will students increase their understanding of local aboriginal culture and their own natural environment through the exploration of the seasonal round?
Success Criteria:	Students will be able to talk freely about the events, activities and changes in nature that are represented in the seasonal round, why they are important and be able to compare with their own experiences.

Assessment Plan:	Seasonal Round – baseline will be given to children in October. Intermediate students will write what they already know about the activities that happen during the seasonal round (changes in nature, important events and activities, constellations, sports, traditions, etc) for traditional First Nations peoples and for their own culture. The primary students will do the same only communicate their understanding through visual and pictures. The same assessment will be given again in May. The comparison of the two assessments will demonstrate how the students’ understanding has increase/developed over the school year.
Focus for Teacher Learning:	Spirals of Inquiry
Analysis:	Analyze student responses to help plan for next year.
Reflection:	Teachers will participate in on-going reflection in their PLCs throughout the year.
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: