



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

Name of School: **LAC LA HACHE 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?	-Daily recess snack -Weekly Breakfast for Learning - Hot Lunch – community links program -Fruit/Milk program - School Garden program	Breakfast program We all eat lunch together Daily greetings and time to share Orange Shirt Day Pink Shirt Day Safe Arrival program each morning. Monthly newsletters to parents/guardians Buddy Reading Remembrance Day presentation Christmas Lunch Positive Action Website with school news	Daily Physical Activity Health Nurse for immunizations and health support, as needed. Participate in Small Schools sports and South End cross-country and track and field. Terry Fox Run Friday skating Snowshoeing Attend concerts/presentations at Mile 108 School. Overnight trip to Lake of the Trees	PAC meetings PAC sponsored Halloween Party LLH legion, LLH fishing derby help sponsor PAC events. Christmas movie night LLH Newspaper covers school events and has one student as a reporter. All concerts/assemblies open to the community to attend PAC Easter Egg hunt Skate-a-thon
What are our future plans?	Healthy snack Create a recipe book with our healthy recipies	Work with counselor on Zones of Regulation	Nature Education	Use the entire community to explore Nature Education

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:	
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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.	Using posters and pictures to connect to the core competencies. Using Zones of Regulation to build personal and social responsibility Identity Day to share positive personal and cultural identity Creative thinking –, Concerts and Communication and Critical Thinking and Problem Solving – daily response writing, show and tell	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. – We are using our community as a place of Nature Education. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). By exploring our school grounds and watching how the place changes over the course of the year, we can understand our place in the world. Learning involves recognizing the consequences of one’s actions. Students are held accountable for their behaviour and we apologize for our mistakes and support each other to make good choices. Learning involves generational roles and responsibilities. We have parents and grandparents who come in to help us cook. Learning recognizes the role of indigenous knowledge. We participate in Orange Shirt Day. Learning is embedded in memory, history, and story. We have Identity/Heritage day. Learning involves patience and time. We work as a K – 7 group and are patient with our younger learners and

		<p>give our older students the opportunity to help the early learners.</p> <p>Learning requires exploration of one's identity.</p> <p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations</p>
What are our plans for this year?	<p>Hold Maker Days and other ADST type of activities.</p> <p>Work with Mile 108 on a Robot unit</p> <p>Expand Identity Day to include Heritage</p>	<p>Work with a class from Marie Sharpe to make drums or some other item to share culture and make an item of personal significance.</p>

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

Area of Inquiry (make bold):	LITERACY or Numeracy or Curriculum
Inquiry Team Participants:	Big Lake, Likely and LLH
Evidence Based Rationale:	Not all of our students are meeting or exceeding expectations for reading and writing
Goal:	All students will meet reading and writing expectations.
Inquiry Question:	To what extent will using a digital portfolio to showcase, communicate and respond to student work improve student achievement in reading and writing.
Success Criteria:	Engagement in literacy activities, more time on task, fewer supports needed as time goes on, and students showing learned strategies in their work.
Assessment Plan:	PM benchmarks, Alberta Reading Diagnostics or other reading assessment score, teacher evaluation and observations and conferences, and students self-assessment based on I Can statements, and parent communication via the digital portfolio.
Focus for Teacher Learning:	Adrienne Gear Reading/ Writing (both Fiction and Non Fiction) Power, What's Next for This Beginning Writer?, Fresh Grade Digital Portfolios
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 led 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.

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Area of Inquiry (make bold):	LITERACY or NUMERACY or Curriculum
Inquiry Team Participants:	LLH
Evidence Based Rationale:	Not all of our students are meeting or exceeding expectations for Math
Goal:	All students will meet Math expectations.
Inquiry Question:	To what extent will using a Guided Math Framework impact the achievement of students
Success Criteria:	Engagement in mathactivities, more time on task, fewer supports needed as time goes on, and students showing learned strategies in their work.
Assessment Plan:	Basic Math assessment, use of Guided Math framework, teacher observations, student self assessment, unit tests
Focus for Teacher Learning:	Guided Math, Trevor Caulkins. Working Sari Small and observing classrooms using Guided Math
Analysis:	Use of Mathletics (Math with Technology) to increase student engagement in Math. Students built up stamina and by being able to see their results, they were able to self-monitor, check and re-check, and work independently. Students were engaged. The Guided Math Framework allowed teachers to target specific learning areas with individual students. More students were on-task and learning was more meaningful. Based on assessments of independent work and Mathletics reports, students showed improvement in the specific Math unit and with basic facts.
Reflection:	For a multi-grade classroom, the GM framework is the only way to meet the needs of the individual students. Mathletics is an engaging program that connects with the curriculum, and allows the teacher to closely monitor progress and achievement. It is easy for students to access. 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.
Next Steps:	Continue to explore Freshgrade within the GM framework. Professional opportunities for authentic use of Freshgrade in classrooms/schools (out of district). 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 for student self-reflection through conferencing/GM framework and use of Freshgrade,

CM Neafeld

PRINCIPAL SIGNATURE: