



Building Resilient Learners School Plan 2016/17

Name of School: **Likely**

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"> • Daily recess Snack • Monthly hot lunch • Breakfast Program - twice a week • Monday Muffins 	<ul style="list-style-type: none"> • Orange Shirt Day • Pink Shirt Day • Core Competencies: connected to Successful Learner traits– notice, name, nurture • Breakfast Program • Leadership Team 5-7 	<ul style="list-style-type: none"> • Morning walk (DPA) • Daily PE • Terry Fox Run • Jump Rope for Heart • Swimming Lessons • Indoor curling • Nature Education 	<ul style="list-style-type: none"> • Likely Community School • PAC – monthly hot lunch • UNBC Quesnel River Research Center • Partnerships with Big Lake and Horsefly Schools • RSL – preschool community group
What are our future plans?	<ul style="list-style-type: none"> • Outdoor Classroom 	<ul style="list-style-type: none"> • Mindup Program 	<ul style="list-style-type: none"> • School Garden - Spring 	<ul style="list-style-type: none"> • Likely District Chamber of Commerce – applied for a grant to build an outdoor learning area at the school

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"> • Using posters based on the Successful Learning Traits to connect to the core competencies • Sept. – Oct. - Personal and Social Responsibility – building community of learners • Nov. – Positive Personal and Cultural Identity – Heritage Day • Dec. – Jan. – Creative Thinking – Christmas Concert • Feb. – March – Communication Critical Thinking & Problem Solving- ADST activities • April – June - Critical Thinking & Problem Solving- ADST activities 	<ul style="list-style-type: none"> • Sept. – Oct. – Building community - Sense of belonging and sense of place Learning is holistic, reflexive... • Nov. – Dec. – Learning requires the exploration of one’s identity. Learning involves generational roles and responsibilities. Learning is embedded in memory, history, and story. • Jan. – Mar. – Learning recognizes the consequences of one’s actions. • Apr. – June – Learning recognizes the role of indigenous knowledge. • All year – Learning ultimately supports the well-being of the self, the family, the community, the land... Learning involves patience and time.

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:	Likely, Big Lake, and Lac La Hache Schools
Evidence Based Rationale:	Students are not meeting grade level expectations for reading and writing
Goal:	To improve literacy skills and strategies by modeling the connection between reading and writing.

Inquiry Question:	To what extent will implicitly teaching the connection between reading and writing improve literacy skills in the multi-grade classroom?
Success Criteria:	Engagement in literacy activities – students on task, independence. Growth in literacy skills. Student use of language for reading and writing strategies during conferences and self-assessments.
Assessment Plan:	Teacher observations and anecdotal notes; conference notes; self-assessments/rubrics; growth in literacy skills (PM benchmarks and SWW).
Focus for Teacher Learning:	<i>Daily 5/CAFÉ, Adrienne Gear Reading and Writing Powers, What's Next for this Beginning Writer?</i>
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:	Likely, Big Lake, and Lac La Hache Schools
Evidence Based Rationale:	Students do not participate in the assessment process during Math. A shift from teacher marking to students involved in verbalizing their learning and providing evidence linked to “I can” statements..
Goal:	To increase student self-assessment and ownership of learning. To improve mathematical mindset.
Inquiry Question:	How will the use of “I can” statements and Freshgrade within the Guided Math Framework help improve students’ self-assessment and ultimately ownership of their learning?
Success Criteria:	Student use of Math language connected to the “I can” statements. Student ownership and independence during Math activities, ability to gather artifacts/evidence of their learning. Participation and engagement during Number Talks and Guided Math activities.
Assessment Plan:	Freshgrade, conferences, anecdotal notes
Focus for Teacher Learning:	Freshgrade, <i>Number Talks</i>
Analysis:	<p>LLH – 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.</p> <p>BL and Likely – the Guided Math framework continues to allow for more individualized instruction 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.</p>
Reflection:	<p>LLH – 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.</p> <p>BL and Likely – 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 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>
Next Steps:	<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 for student self-reflection through conferencing/GM framework and use of Freshgrade,</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: