

Name of School: **Naghtaneqed**

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>	<b>K-3</b> -45 Min PE Block <b>4-7</b> -60 min PE Block Monday-Thursday -Brain Gym Exercises <b>K-9</b> -Healthy Snacks -Healthy Snack Prizes for R.A.M.S. -100% juice only -Enrolled in BCFV and Dairy Program -Hot (Healthy) Lunch Program (4 Food Groups)	<b>K-3</b> -Centers ("Hands On"/Student Centered) <b>4-9</b> -"Thankful Thursday" Bulletin Board -Student-led bulletin boards -Brain Gym Activities daily -Implement "Head up, Heart out" -Daily use of diffuser, essential oils and classical/meditative music -Foot Massagers utilized daily -Maintenance of the fish tank (fry to salmon)	<b>K-3</b> <b>4-9</b> -Teaching utilizing the new curriculum, "Big Ideas" – student-directed and "hands on" -Health –four components of a healthy individual -Health as an individuals' responsibility and to increase self-awareness -"Zones of Regulation"	<b>K-9</b> -Collaborate with Xeni Gwet'in FN Gov't, Health Department, Interior Health and the RCMP to incorporate specialists as guest speakers and student-centered activities -Culture Week: Utilizing community volunteers to teach students various cultural activities and student-centered activities -Incorporate local speakers to increase cultural awareness and hands-on cultural activities (sage ceremonies, drumming, medicine wheel)
<b>What are our future plans?</b>	Continue on with existing plans	Continue on with existing plans	Continue on with existing plans	Continue on with existing plans

**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>	
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**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>	<b>LA K-3</b> -Exercises as prescribed by Heather Awmack <b>LA 4-7</b> (Big Ideas, and emphasis on: ) -Daily Journal Writing -"Gab n go" – Increase oral language through directed questions based on networking exercises -Oral reading & sporadic questioning -Personalized Writing (relating to "hands on " projects) -Exercises as prescribed by Heather Awmack <b>LA 8-9</b> -Rural Education Program <b>Math K-3</b> <b>Math 4-7</b> (Big Ideas and emphasis on:) -Cribbage, cards (solitaire), dice game <b>Math 8-9</b> -Rural Education Program	<b>K-10</b> -Cultural Week -Chilcotin Classes – One hour duration, four times per week -Regular use of commonly used words (Abenanas...) -Invite guest speakers (Medicine Wheel, Legends <story telling>, Hunting) -Nenquayni Treatment Centre (Drum Making)
<b>What are our plans for this year?</b>	Continue on with existing plans	Continue on with existing plans

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

<b>Area of Inquiry (make bold):</b>	<b>Literacy</b> or Numeracy or Curriculum
<b>Inquiry Team Participants:</b>	Sharon Baptiste, Udetta Class, Dinah Lulua, Norma Macdonald, Naomi Miller and June Williams
<b>Evidence Based Rationale:</b>	Student Let Activities to increase vocabulary, brainstorming to personal writing and student led activities that are hands on to increase eagerness to write

<b>Goal:</b>	Increase vocabulary and details to writing.
<b>Inquiry Question:</b>	What are different hands on activities that are student led that will increase vocabulary?
<b>Success Criteria:</b>	Students will use their own charts (vocab) rather than verbally asking what/how to spell words.
<b>Assessment Plan:</b>	Writing assignments and the 2017 School Wide Write
<b>Focus for Teacher Learning:</b>	Media (sd27) and printed resources (various school districts and www)
<b>Analysis:</b>	<ul style="list-style-type: none"> <li>▪ This year, the grade 4-7 class tried a lot of new ideas: <ul style="list-style-type: none"> <li>• Directive Drawing <ul style="list-style-type: none"> <li>○ This started as the teacher, giving specific directions (shape, area, location) to what was drawn and students were to draw, as best as he/she could, to replicate the teacher's drawing. Students were allowed to ask questions but not see the actual drawing (and it didn't take them long to get specific about their questions). Then, each student would get to draw and give out directions by choice. If the student didn't want to give out directions, then he/she would draw the picture and the teacher would give out the directions. After the drawings were completed we would compare.</li> </ul> </li> <li>• 3 objects <ul style="list-style-type: none"> <li>○ Three objects were brought, by the teacher, and the students would describe the objects using five different words, then write a story, which includes at least one of the objects.</li> </ul> </li> <li>• Student Dictionary – Students were assigned words that were compliant with their age. They would either google or use a dictionary, then draw an image(s) to describe the word.</li> <li>• Oral reading/sporadic questioning</li> <li>• Oral reading/misread word <ul style="list-style-type: none"> <li>○ This was done with students who had a low reading level. I listened to them read and any time they misread a word I wrote the word down. They would start the next day by reviewing their misread words then reading new material.</li> </ul> </li> </ul> </li> <li>▪ Primary class continued with strategies from last year</li> </ul>
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>○ It was amazing to see how specific students were, when asking questions, during the Directive drawing. They became very conscientious with their vocabulary and sentences.</li> <li>○ Oral reading/misread word <ul style="list-style-type: none"> <li>▪ It was "Killing two birds with one stone." The student would learn a new word and, many times, they would learn what that particular word meant, but the whole sentence and paragraph/story made so much more sense!</li> </ul> </li> <li>○ A fourth grader increased his vocab by learning 75 new words that were misread. This was a long process as the student wasn't comfortable reading aloud. I allowed him to read incorrectly for some time and little by little he would listen to me read first. Then, we went back and read over ten books in which the misread words were pulled out one at a time. As time went on he enjoyed quickly reading his new words and moving on!</li> </ul>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>○ Based on the interaction and feedback I would go with the Directive Drawing on a regular basis from September on rather than waiting until the third term. Also, as I did by March, with taking time with silent reading, I would start in the fall.</li> <li>○ I'd continue with the other activities, not because there was a success but I'd try them again because they are interactive and may be more successful depending on the dynamics.</li> </ul>

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

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PRINCIPAL SIGNATURE: